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UNIVERSITY PRESIDENTS

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HENRY T. HUTCHINS, JR.

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ROLE EXPECTATIONS OF SELECTED COLLEGE AND
UNIVERSITY PRESIDENTS

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ROLE EXPECTATIONS FOR SELECTED COLLEGE

AND UNIVERSITY PRESIDENTS

CHAPTER I

INTRODUCTION

IMPORTANCE OF THE STUDY

Lawrence O. Nelson conducted a study relative to role expectations for selected college and university presidents of the eastern seaboard of the United States.¹ His second recommendation was that another study of this type be conducted in another section of the country. Consequently, the writer has undertaken to conduct a similar study using a different ethnic group and another section of the country.

Nelson revealed that the 1958-59 Education Directory² reported that within the continental limits of the United States, there are 1,957 institutions of collegiate level. Of this number, 557 offer only programs of less than four years duration and are classified as community or junior colleges.*

¹Lawrence O. Nelson, "Role Expectations for Selected College and University Presidents" (Unpublished Ph. D. Thesis, Michigan State University, East Lansing, Michigan, 1959).

²United States Department of Health, Education and Welfare, Office of Education, Education Directory, Part 3, Higher Education (Washington, D. C.: U. S. Government Printing Office, 1958, p. 8).

*This figure, however, does not include all junior college programs, for as the 1959 Junior College Directory published by the American Association of Junior Colleges, Washington, D. C., stated: "Listed among the 667 junior colleges are all institutions accredited by state departments of education, or regional accrediting associations as definitely organized two-year colleges, extension centers of universities, or teachers colleges," p. 47.

The remaining 1,400 offer programs of four years duration, and in many cases of an advanced nature. Each of these colleges or universities receives its funds for operation and capital outlay from either private or public sources. This factor is one of the major contributing factors to the diversity of American higher education.

In addition to the aforementioned diversity, these institutions are also diverse in their organizational and administrative structures. However, one factor which is similar for most of the fourteen hundred institutions of higher learning is the fact that each institution has as its chief executive officer a person whose title is that of president. This study is concerned with a portion of this latter group.

Hughes,¹ in 1940, on the basis of a study of three hundred college and university presidents, reported the average length of office for this position as nine years, and that the annual turn over was approximately ten per cent of the total number studies.

Stoke,² writing in 1959 on the basis of national figures, estimated the average tenure of persons in the office of president to be four years. However, in contrast to Hughes' earlier study, that currently, approximately three hundred and fifty or twenty per cent of these positions are vacated each year for various reasons.

¹R. M. Hughes, "A Study of University and College Presidents," School and Society, 51: 317-320, 1940.

²Harold W. Stoke, The American College President (New York: Harper and Brothers Publishers, 1959), pp. 17-18.

What is responsible for this decrease in the tenure of office and, conversely so, the increase in the number of new presidents needed each year? There is a multiplicity of reasons given for termination, such as retirement, illness, resignation, and financial. The latter two reasons, however, appear to be the main causes of this increasing yearly toll of college and university chief executive officer termination. Although figures are unavailable due to inadequate research in this area, it appears reasonable to assume that many of the resignations are due to movement on the part of the incumbent to another position. The major reasons the remainder of this group terminate their positions or are dismissed might be attributed to conflict with their governing board members relative to matters of personality, principle, or policy. It is in search of the possible areas of conflict in expectation between incumbent president and board of control members that this study is directed.

BACKGROUND OF THE STUDY

Writers in the areas of sociology, social psychology, and cultural anthropology have developed the concept of role to explain the personal and behavioral characteristics of persons in various institutional positions of society.

The basic elements of this concept can be found in the 1936 work of Linton.¹ Since that time Newcomb,² Parsons³ and others have refined the original concept and broadened the perspective of role.

¹Ralph Linton, The Study of Man (New York: D. Appleton-Century Company, 1936.)

²Theodore M. Newcomb, Social Psychology, (New York: Dryden Press, 1951).

³Talcott Parsons, The Social System (Glencoe, Illinois: The Free Press, 1951).

During the past few years this concept has gained considerable attention from writers analyzing various roles in the field of education. Distinguished in this area are the works of Brookover,¹ Getzels and Guba,² and Gross, Mason and McEachern.³ Each of their works has proved enlightening in regard to educational roles, and in addition has resulted in new vistas of research.

In 1958, Neal Gross, Ward S. Mason, and Alexander W. McEachern published the results of an extensive investigation of the school superintendency role.⁴ The present study leans heavily on methodological procedures established by Gross, Mason and McEachern. However, the research which they described involved various instruments and depth interviews with public school superintendents and school board members in regard to their respective expectations for the role of public school superintendent. The results of this study continued to add to growing knowledge in the area of public school role-expectations.

STATEMENT OF THE PROBLEM

On the basis of a search of the available literature, the investigator found; except for Nelson's study; that the role of president in colleges and universities has not been studied with a view toward determining the expectations which incumbent presidents and board members hold for this position. It was assumed that conflicts presently exist between

¹Wilbur B. Brookover, A Sociology of Education (New York: American Book Company, 1955).

²Jacob W. Getzels, and Egon G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, Vol. 29 (1955), pp. 30-40.

³Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations In Role Analysis (New York: John Wiley and Sons, Inc., 1958).

⁴Ibid

incumbent presidents and board of control members in regard to the expectations each holds for the role of president, also, that a study of this type would uncover these latent conflict areas and thereby aid each group in their attempts to resolve differences. In addition to the discovery of hidden conflict areas, it was believed that this study would uncover other areas requiring further research on higher education role expectancies.

The major purpose of this study was to identify and analyze the role expectations which incumbent presidents and board of control members have for the office, position, or status, of college or university presidents of Negro institutions, and to compare these expectations to determine the possible convergence and divergence of the role expectations each held.

Once the role expectations which incumbent presidents and board of control members have for the office of college or university president are determined, we may then determine the implications such findings have for graduate preparation programs and the entire concept of higher educational administration.

DEFINITION OF TERMS

In order to clarify terms for the reader and limit their interpretation to this study, the following definitions are presented:

President of incumbent president means the chief executive officer of a four year private or state controlled college or university.

Board of control means the duly elected or properly appointed

lay body which determines policy for governing the activities of a four year private or state controlled college or university. For the purpose of this study the body may be designated a board of trustees or state board of regents.

Board members or board of control member means the duly elected or properly appointed member of a four year private or state controlled college or university board of control.

College or university means those four year public or private institutions of higher education which are governed by a private or state board of control.

The remaining definitions essential to a role study are from

Explorations in Role Analysis:¹

Position or office shall be understood to mean the location of an individual or class of individuals in a system of social relationships.

Expectations means an evaluative standard applied to an incumbent of a position.

Role, a set of expectations applied to an incumbent of a position.

Role behavior means an actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position.

Role attribute means an actual quality of an incumbent of a position which can be referred to an expectation for an incumbent of that position.

¹Gross, Mason, and McEachern, Op. Cit., pp. 67 and 248-249.

Role congruency means a situation in which an incumbent of a position and others perceive the same or highly similar expectations for a position.

Role divergency means a situation in which the incumbent of a position and others perceive varying or highly different expectations for a position.

Role conflict means any situation in which the incumbent of a position and his significant others hold completely opposite expectations for a role.

Intra-role conflict shall be understood to mean the situation with which an individual is confronted if he perceives that others hold different expectations for him as the incumbent of a single position.

Inter-role conflict shall be understood to mean the situation with which an individual is faced if he perceives that others hold different expectations for him as the incumbent of two or more positions.

DELIMITATIONS OF THE STUDY

This study was limited in scope and was confined to a regional area within the continental limits of the United States, specifically, the state of Georgia.

Selection of this state for the study was made on the basis of:

1. The proximity of colleges to each other.
2. The number of similar institutions.
3. The wide range of years in office of presidents.
4. This is the state in which the investigator is employed.

The incumbent college and university presidents included in this study all serve in the chief executive administrative role in private or state controlled Negro colleges or universities in the state of Georgia.

The board of control members included in this study are all members of boards of control for each of the same selected colleges and universities as the presidents.

The total population for this study consisted of nine college or university presidents. The total number of board of control members included in this study equals one hundred and ten.

Role expectations of incumbent presidents for the president's role was gathered through the use of a questionnaire form and personal interviews. Role expectations for presidents was obtained from board of control members by mail only. The instrument used for board of control members was a questionnaire, parallel in form to that used with the incumbent presidents. The questions were the same, only the instructions were different.

PROCEDURE

A review of literature was made in the field of higher educational administration and role theory, the problem was determined and was refined in this study design. Next, an instrument was developed that would provide responses designed to discover discrepancies in the role expectations of the two groups that were included in the study.

Using the questionnaire method, a form was devised based upon the model of Gross, Mason, and McEachern.¹ This model was refined and adapted

¹Ibid, pp. 331-340.

for use with presidents and board of control members in higher education.

Questionnaires were mailed to all board of control members. Nine incumbent presidents were contacted by mail and requested to arrange a convenient date for a personal interview. In addition to this, they were asked to complete a parallel questionnaire form.

The data was collected through personal interview and through mail, was coded, punched onto cards for machine tabulation, and analyzed by the writer and members of the Department of Psychology and Testing of the Albany State College, Albany, Georgia.

A more complete description of the procedure that was followed is provided in Chapter III. Results of the statistical analysis of items appear in Chapter IV. Conclusions and recommendations appear in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

General Role Expectation Studies

A description of all of the role expectation studies which have been made in the past would tend to become redundant as well as unnecessary to an understanding of the role concept. The investigator, therefore, will limit this chapter to those major contributions which he believes most adequately depict this concept.

The investigator is of the firm conviction that the contributions of Linton¹ contain the currently popularized essence of role concept. In his 1936 work, The Study of Man, Linton provided a working definition of role that has remained basic. According to Bates: "The concepts of social status or social position and social role are among the most widely used in social science. Since the time when they were formally introduced into the lexicon of social science by Professor Ralph Linton, they have been successfully sharpened and clarified by various students of human behavior. For the most part, however, the model set by Linton has not been radically altered."²

With the acknowledged indebtedness of the previously quoted writer to Linton's definition of role, let us now make a cursory examination of the contributions of other authors relative to their influence on this study

¹Ralph Linton, The Study of Man, (New York: D. Appleton-Century Company, 1936), Chapter VIII, and Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Company, 1945).

²Frederick L. Bates, "Position, Role and Status: A Reformation of Concepts," Social Forces, XXXIV (1956), p. 313.

There have been many writers in the area of role concept over the past few years, however, there are some writers who are recognized for their contributions and this review will deal mainly with their works.

The contributions of Linton,¹ who has been mentioned previously, Newcomb,² and Parsons,³ will be treated in regard to their definitions of three fundamental terms upon which this study is based: (1) status or position, (2) role, and (3) role prescriptions or expectations.

Status or position

Linton - a status is something static; it is a place in a structure, recognized by members of a society and accorded by them to one or more individuals.

Newcomb - a position is a part of an inclusive system of positions and carries with it definite prescriptions for behaving toward other persons in related positions.

Parsons - a status is an actor's position or location in the social system relative to other actors. It is in other words his place in the relationship system considered as a structure, that is a patterned system of parts.

Role

Linton - role refers to the sum total of the cultural patterns associated with a particular status. It includes the attitudes, values, and behavior which society ascribes to any and all persons occupying a particular status. Role is the dynamic aspect of status.

¹Linton, The Cultural Background of Personality. Op. Cit.

²Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1950).

³Talcott Parsons, The Social System (Glencoe, Illinois: The Free Press, 1951).

Newcomb - a role is associated with a position and is the whole set of behavior which is characteristic of all individuals who occupy that certain position. Roles and positions are inseparable. A position has no meaning without its accompanying role, and any given role applies only to persons who occupy a stated position in a stated group or society.

Parsons - a role is a functional aspect of a person's participation in a social system, it is what the actor does in his relations with others as seen in the context of its functional significance. In this aspect, each actor is oriented to other actors, and is therefore, acting or playing a role.

Role Prescriptions or Expectations

Linton - role expectations are the legitimate expectations of Persons occupying a particular status with respect to the behavior toward them of persons in other statuses within the same system.

Newcomb - a prescribed role includes all the approved ways of carrying out the necessary functions required of the occupant of a position. All the behaviors included in a prescribed role are considered to be correct ways of carrying out the functions for which the position exists.

Parsons - defines role expectations as having two aspects. One of these is the expectations which concern and in part set standards for the behavior of the actor, who takes himself as a point of reference. He also recognizes there is a set of expectations relative to the probable reactions of others toward any person acting the same role.

Educational Role Studies

Now that we have developed our definitive guideposts, let us analyze some of the contributions of other writers to the specific field

of role and role expectations in education. Among these are the works of Brookover, Getzels and Guba, and Gross, Mason and McEachern. The first of these, Brookover,¹ has studied and written extensively on the role of teachers, as well as other areas of role. The next two authors, Getzels and Guba,² have contributed to an investigation and evaluation of the administrative leadership role. The final group of Gross, Mason and McEachern,³ has completed and reported upon an extensive study concerned with the school superintendent's role.

Brookover, in his studies on various education roles, but particularly on teachers' roles, has divided the role concept in the following way:

Actor - an individual and his particular personality brought to a situation (previous experience, needs, etc.)

Self-involvement - an actor's image of the ends anticipated from participation in the status. A projection of his self-image into the role.

General status - other's expectations of any actor in a broadly defined position, i. e., teachers.

Situational status - other's expectations of any actor in a particular situation.

Role - other's expectations of a particular actor in a particular situation.

Definition - an actor's definition of what he thinks others expect of him in a particular role.

¹Brookover, A Sociology of Education, Op. Cit.

²Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-441.

³Gross, Mason, and McEachern, Op. Cit.

Behavior in interaction - an actor's behavior in interaction with others in which definition and role are continually redefined.¹

In one of his studies, Brookover applied his concepts to the teacher role as a factor on pupil achievement.² Studying 66 teachers of United States history, in twelve north central Indiana county rural consolidated schools, he attempted to show that the progress of students in history over a sixty day period was dependent upon the social roles of teachers. Using the test records of 1272 students before and after the sixty day period; and their responses to various role expectation items, he found a significant relationship between student gains in information and respect for the teachers academic ability. He also discovered that friendliness, helpfulness, and other evidences of congeniality were not associated with good teaching.

In terms of teacher roles, he concluded from his study that the traditional teacher-pupil relationship is one of conflict or struggle and that the students expect a teacher to assume and maintain the dominate role if interaction is to continue in an orderly fashion. In this way the student expects the teacher to force him to learn. If the teacher does not do this and assumes a permissive role, the pupil may be led to the assumption that learning is not desired or necessary in the latter situation.

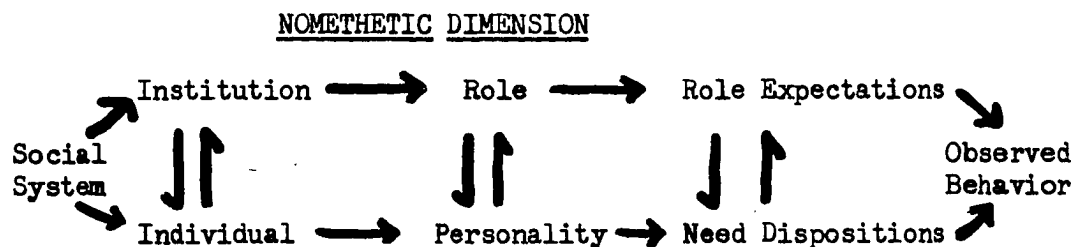
While the contribution of Getzels and Guba, to some degree overlap the work of the preceding authors, their approach to the role concept in administrative theory contains some basic differences.

¹Wilbur B. Brookover, "Research on Teacher and Administrative Roles," Journal of Educational Sociology, Vol. 29 (Sept., 1955), p. 3.

²Wilbur B. Brookover, "The Social Roles of Teachers and Pupil Achievement," American Sociological Review, Vol. 8 (1943), pp. 389-393.

In one of their studies Getzels and Guba studied role conflict among public school teachers.¹ Using an instrument based upon interview data they sought to measure feelings of role conflict in three teacher role areas: The socio-economic role, the citizen role, and their professional role. They submitted their questionnaire to 344 teachers in eighteen elementary and secondary schools in six systems. On the basis of rather small returns, 166 or approximately forty-eight per cent, they found that the teacher is defined by common core expectations and also by varying expectations which are a function of local school and community conditions. They also found that some expectations connected with other roles the teacher occupies. This role conflict, they concluded, indicated that the teacher role does not integrate properly with the other roles the teacher must assume.

These two writers have also formulated a model pertinent to an understanding of the role concept, which shows two dimensions of social behavior. They define these dimensions as the nomethetic, or normative dimension of activity; the idiographic, or personal dimension of activity in a social system.



¹Getzels and Guba, "The Structure of Roles and Role Conflict in a Teaching Situation," Journal of Educational Sociology, Vol. 29, (1955) pp. 30-40.

Idiographic Dimension

Figure 1. Getzel's and Guba's general model showing the Nomothetic and the Idiographic Dimensions of social behavior.¹

These men believe such a model is necessary to show the personal characteristics which an individual brings to a role. For, as they say, "an individual stamps the particular role he fills with the unique style of his own characteristic pattern of expressive behavior."²

As stated earlier, one of the most extensive studies of role expectations is that of Gross, Mason, and McEachern.³ In the conduct of this study they used a questionnaire and interviews with 105 local school superintendents and 508 school board members in an attempt to define the role expectations each group had for the school superintendent's role. In eight hour interviews they administered their questionnaire to each of the respondents and made use of Merton's technique of "Focused interviews." As a result of their analysis of these data, they concluded that the conditions under which expectations are learned or taught and who defines them may be quite variable. They also concluded that:

1. An incumbent of a focal position may define what most of his rights and obligations are and an incumbent of a counter position may accept his definitions.
2. Incumbents of counter positions may define most expectations and an incumbent of the focal position may accept them.

¹Getzel and Guba, "Social Behavior of the Administrative Process," Op. Cit., p. 429.

²Ibid., p. 427.

³Gross, Mason, and McEachern, "Explorations in Role Analysis," Op. Cit.

3. Neither the incumbent of the focal or of the counter position may have well-defined expectations for each others behavior in their initial interaction and they may be eventually worked out through a trial and error process.
4. Some expectations may be learned prior to, and others during, position incumbency.

These authors have also supplied several models for role study as a result of their efforts. One of these has particular significance to the study under consideration and is presented in this study as follows:

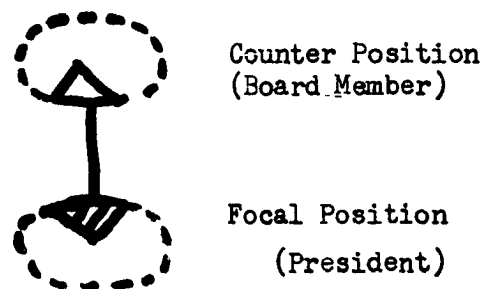


Figure 2. Gross, Mason, and McEachern Dyad model showing the relationship of a particular position (focal) to only one other position (counter).¹

Related Role Research

Terrien,² in 1949 conducted an extensive study to test the hypothesis that an occupation could act to channel the role behavior of its adherents into a recognizable system both on and off the job. He selected the occupation of teaching and chose a sample of ten per cent

¹Gross, Mason, and McEachern, Op. Cit., p. 51.

²F. W. Terrien, "The Occupational Role of Teachers," Journal of Educational Sociology, 29: 14-20, 1955.

from approximately 1,000 teachers in a city school system. Using depth interviews, he conducted an extensive inquiry into the activities, attitudes, goals, patterns of living organization, and beliefs of these teachers. He was able to substantiate the original hypothesis, that role behavior is channeled into systems, and that an occupational type is determined. Bidwell¹ studied the role expectations of teachers toward administrators and their self-satisfaction. To test these hypotheses, a questionnaire was mailed to 368 teachers. There was a 53 per cent return. He also focused interviews with a limited sample. This technique was used to obtain more detailed information and greater insight into the process involved.

On the basis of the data collected, he found convergence of expectation and perceptions is accomplished by satisfaction in teaching, divergence of the variables is accompanied by dissatisfaction.

Nonnamaker² reported in 1959 the results of a study conducted with seven campus groups at Michigan State University on the role of the enrollment officer. Using a questionnaire with six sub-scales of ten items each, he sought the expectations which 189 enrollment officers, professional counselors, and students held for the enrollment officer's role.

He found no significant difference on the sub-scale concerning expectations for the enrollment officer to provide enrollment service. He concluded from his study that there was no one set of expectations for the enrollment officer at Michigan State University. He discovered, however, all groups of his random sample generally, expressed relatively high expectations for the enrollment officer's need to be familiar with

¹C. E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, XXIV(1955), pp. 41-47.

²Eldon Ray Nonnamaker, "The Role of the Enrollment Officer at Michigan State University," (Unpublished Ph. D. Thesis, Michigan State University, East Lansing, Michigan, 1959).

enrollment information, his need to be familiar with information about enrollees, his need to be familiar with the University Student Personnel Services, and expectations for the enrollment officer to perform student personnel services and services of a personal nature.

Each of the works of the authors reviewed here has helped to make advances in the development of a concept of role. Their attempts at definitions have also contributed along with numerous other researchers, to a better understanding of the basic relevant terms needed for the ultimate use of their ideas in a theoretical framework.

The problem of the concept of role has caused widespread concern among sociologists and psychologists. Therefore, in an attempt to relate some of the basis of this unrest, the reader is referred to the following findings of Neiman and Hughes. After surveying some eighty different sources which use the concept "role," the authors came to the following conclusions concerning this concept:

(1) Historically the greatest emphasis has been in the last decade as far as the use of the concept is concerned. Prior to about 1940 the concept was more of an abstract generalization than a research tool. After 1940 more research involving the concept is in evidence.

(2) In the early historical development, in the area of theoretical assumption and implications, the frame of reference was almost exclusively that of symbolic interactionism. This trend has continued to the present day as exemplified by those who use the concept as a basic factor in the process of socialization.

(3) The concept role is at present still rather vague, nebulous, and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus. Concomitantly, the concept is found frequently in popular usage which adds further confusion.

(4) In the literature of empirical research, by far the greatest amount of research has been in sociometry, but isolated studies have appeared elsewhere.

(5) In spite of the confusion and lack of consensus, the concept role is at present an integral part of sociological vocabulary. The evidence here is that the concept is appearing in every introductory text in the field.

(6) In the psychological literature, although the word, role, may not itself be used, the implication is found in such concepts as "self"; "self-perception"; and "self-awareness."

(7) There is little research, but theorizing on the process of the development of roles. Speculation runs high, while investigation goes begging.

(8) There is an increasing trend toward associating the concept role with that of status. Here perhaps is the most definitive use of the concept, and the one about which there is most consensus.¹

Sarbin's treatment of Role Theory was the most enlightening piece of research viewed by the writer. The following excerpts will reveal a few of Sarbin's views:

(1) Role theory attempts to conceptualize human conduct at a relatively complex level. In a sense it is an interdisciplinary theory in that its variables are drawn from studies of culture, society, and personality. The broad conceptual units of the theory are role, the unit of culture; position, the unit of society; and self, the unit² of personality. We define position as a system of role expectations.

As further vivification of his conceptual schema, Sarbin offers the following expositions and distinctions of basic terminology:

Roles are defined in terms of the actions performed by the person to validate his occupancy of the position.³

A position is a cognitive organization of role expectations.⁴

A role is a patterned sequence of learned actions or deeds performed by a person in an interaction situation.⁵

The perception of roles⁶ is an organized response of a person to stimuli in a social context.

Role perception may be thought of as a sequence of behaviors in which the perceptual response is the first part of a social act: the (usually) silent naming or locating of the position of the other (from observed actions or inferred qualities), which serves to locate the position of the self. The second part of the social act is the motoric response, the role enactment, in which the actor performs⁷ actions appropriate to his location of the positions of self and others.

¹Lionel J. Neiman and James W. Hughes, "The Problem of the Concept of Role - A Re-Survey of the Literature," Social Forces XXX (Oct. 1951-May 1952).

²Theodore R. Sarbin, "Role Theory," Gardner Lindzey (ed.), Handbook of Social Psychology, (Cambridge, Mass.: Addison-Wesley Publishing Company, Inc, 1954), Vol. I, p. 223.

³Ibid., p. 224.

⁴Ibid., p. 225

⁵Ibid., p. 225.

⁶Ibid., p. 229

⁷Ibid., p. 229

Hypotheses involving the concept role are extremely rare in the literature. This raises the question of the utility of the concept. If a concept is useful in the field, is it not logical to assume that one would find varying hypotheses in the research literature putting the concept to the test of empirical research? This is not true of the concept of role.

There are few, if any, predictive studies of human behavior involving the concept role. If predictive ability is one measure of a scientific construct, this is a telling criticism of the construct.

Is the concept role, as it is used, an ad hoc explanation of human behavior? Is the concept role reified? The last two conclusions, though asked in question form, could be answered in the affirmative.¹

¹Op. Cit., p. 229.

CHAPTER III

PLANNING AND CONDUCTING THE STUDY

The main purpose of this investigation was to ascertain the role expectations held for selected college and university presidents. Two groups were studied: One consisted of incumbent presidents serving the institutions included in the study; the second group was composed of board members charged with the responsibility for controlling the administrative policies at these same institutions. The study was directed toward securing the expectations of each group in order to determine the convergence and divergence of their expectations and to ascertain, if present, areas of significant divergence which might lead to conflict.

General Methods

The following general methods were used in the development and execution of this research problem: (1) Interest in problems of administration in higher education and the area of role analysis, and (2) a recommendation from a similar study conducted on the eastern seaboard. After selecting the problem the writer conducted a rather intensive examination of related literature relative to role, administration, and research methods. Finally, it was concluded that the problem should be limited to the role expectations for the office of college or university president, held by incumbent presidents and board of control members. Concentration on this aspect, with the analysis of data directed toward the discovery of conflict areas, became the major objective of the study design. It was believed that although conflict might exist between the group to be studied, its observation would be difficult, if not impos-

sible. It was therefore decided to use an instrument which might reveal conflict areas without the use of direct observation. With this decision as the guide, the investigator proceeded to develop parallel questionnaire forms for use with president and board members. To provide additional depth, it was also decided to interview each president to obtain verbal responses to other questions related to role expectations.

For as Jahoda has stated in Research Methods in Social Relations:

The interview is the more appropriate technique for revealing information about complex, emotionally-laden subjects or for probing beyond public attitudes to the more covert private sentiments. . . . And, . . . Not only is the interview often more effective than the questionnaire in producing permissive situations, it is also more versatile with respect to the atmosphere which can be created during the measuring situation.¹

Development of the Instruments

Preparation for the development of the instruments for this study involved the following steps:

1. A detailed examination of the available literature in the area of social science methodology was conducted in order to study various research techniques.
2. A careful study was made of the particular techniques of questionnaire construction and personal interview methods.

Lengthy lists of desirable qualities and practices were developed, in an effort to include in the instruments major areas which might uncover conflict between the respondent groups.

Considerable collecting, editing and revising of these lists produced groups of items which seemed pertinent to role determination. It was at this time that the writer discovered that many items similar to

¹Marie Jahoda, et. al., Research Methods in Social Relations, (New York: The Dryden Press, 1951, 6th Printing, 1958), p. 158.

those to be used in the study had been included in the research on the school superintendents' role¹ and the role expectancy study.² Since these studies had previously tested their instruments in practice, the investigator decided to use these as models and adapt them for use with Negro college and university presidents in the State of Georgia, and their board of control members. Refinement of the instrument, for use on this problem, was accomplished without finding it necessary to discard any of the broad areas believed to be vital to the study.

On the basis of this, two parallel forms were developed; one for use with college or university presidents, and one for use with board of control members. The final questionnaire forms used for the collection of data included the four following areas: (1) Personal qualities; (2) Performances; (3) Participations; and (4) Friendships.

The interview questions covered each of the four areas defined earlier, in addition to questions on items of conflict and agreement. Appendix A contains a copy of the president questionnaire form and a list of the interview questions used. Appendix B provides a copy of the board of control members questionnaire form.

Basis for Sample Selection

Selection of the region for this study was made on the basis of:

1. The proximity of colleges to each other.
2. The large number of similar institutions.
3. The wide range of years in office of presidents.
4. Georgia is the State in which the investigator is employed.

With the foregoing conditions in mind, and in order to further

¹Gross, Mason, McEachern, Op. Cit., pp. 331-340.

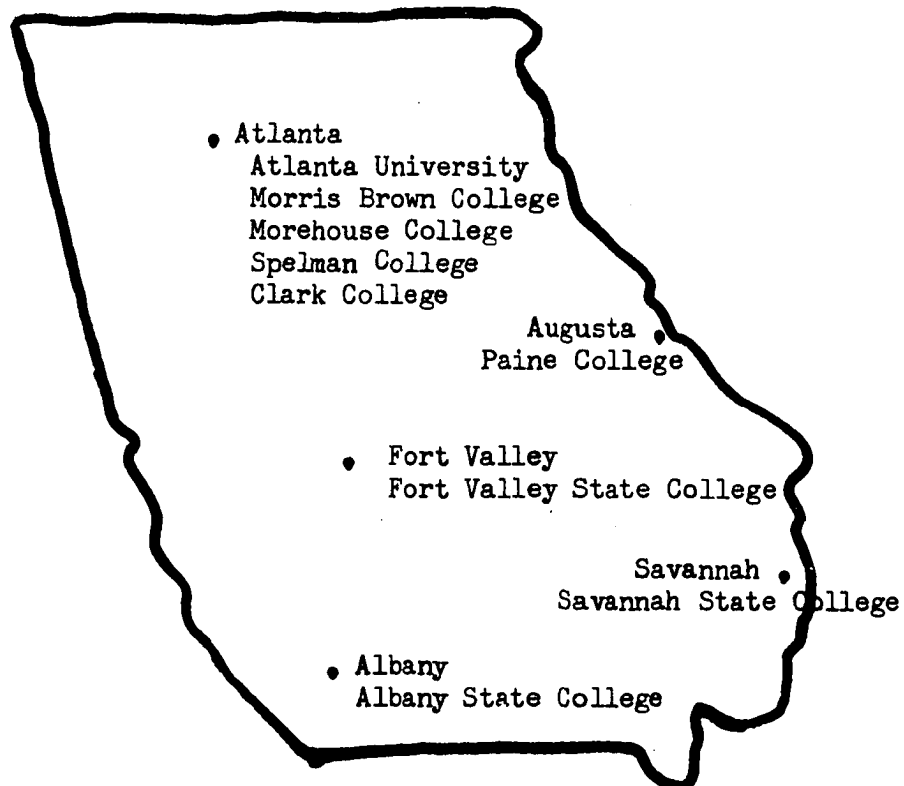
²Lawrence O. Nelson, Op. Cit., pp. 144-148.

delimit the scope of the investigation and increase the relevance of the results obtained, criteria for selection of the sample limited the study to:

1. Only those colleges or universities which were served by Negro presidents.
2. Only those Negro colleges or universities which had a minimum enrollment of five hundred students and granted at least the bachelors degree.
3. Only those Negro colleges or universities which were located in the State of Georgia.

The geographic locations of the colleges and universities selected are shown in Figure 1.

Fig. 1. - - Map of Georgia showing the locations of Negro Colleges and Universities



Conducting the Research

During the latter period of developing and duplicating the instrument, contacts were made by mail with the incumbent presidents in the selected sample. Each president was sent a personal letter explaining the purpose and importance of the study and requesting his cooperation in three ways: (1) He was asked to complete an enclosed appointment schedule form; (2) asked to list the members of his board on the reverse side. (This procedure was followed in order to obtain the most recent listing of board members.). (3) He was asked to execute and return a questionnaire form. Enclosed with the letter, appointment schedule form and questionnaire form was an air mail stamped return envelope. This technique was used to elicit attention and to develop a feeling of urgency on the part of the presidents for returning the form.

In addition to these arrangements, a letter similar to that sent to the presidents was prepared for enclosure to the board of control members. Using the lists of name and addresses of board members supplied by each president, envelopes were prepared containing: (1) A letter explaining the purpose and importance of the study and requesting their participation, (2) a board member form of the instrument, and (3) a stamped return envelope.

Because of the assumed high status of the individuals in the study sample, the written requests in both instances, contained a time limitation. The board members were asked to devote thirty minutes to completing the instrument. The investigator requested one hour from each president for completing the instrument and interview. Appendix D provides copies of materials used for soliciting participation.

Materials of this type were mailed to one hundred and thirty-three board of control members. From this group, responses were returned by one hundred and ten.

From the appointment forms returned by the nine incumbent presidents, a tentative schedule of interviews was planned and each president was notified of the scheduled date of appointment.

The interviewer then proceeded to Georgia, and after arrival in Albany, Georgia all appointments were confirmed via telephone.

In each interview, the investigator began establishing the necessary rapport, by stating his appreciation for the willingness of the president to devote his time to the research problem. Following this preliminary opening, a review of the purpose and importance of the study were conducted. The interviewer then began the verbal phase of the interview by explaining that the questions to be asked were concerned with the four areas covered by the questionnaire, plus one question on conflict and one on agreement. When this phase had been completed, additional queries were made concerning the future plans for that particular college or university.

The questions pertaining to race and unsound decisions caused quite a bit of concern for most of the presidents interviewed. One president refused to fill out the questionnaire until assured that the names of the schools would not be listed with any given person's choice of answers. This president did not have an earned Doctor's degree and he gave the impression of being insecure, viz., "I have to look out for my job, so I cannot fill out every questionnaire that comes across my desk. Another president, when the interviewer called and identified himself, told the interviewer that he had the wrong number. Therefore, he was

unable to interview him. However, the interviewer received a correct list of his board members from another source.

Following completion of the personal interviews and the receipt of the completed board member forms, all of the data collected were coded by response on a scale of one to five.

These data were then analyzed and grouped according to positive or negative value and then processed again for item analysis to determine the X^2 for each item and the possible significance of items for the discovery of conflict areas.

Conflict. A complete presentation and analysis of all computations appear in the following chapter. These computations will be compared with the findings of L. O. Nelson's study of role expectations of college and university presidents.¹

SUMMARY

In this chapter the general methodology used in the study was presented, including the preliminary planning employed for problem determination. This chapter also revealed the steps taken in the development of the instruments used to obtain desired information. The investigator also treated the basis of sample selection, and reported the criteria established for limiting the universe to a reasonable size and kind. Finally, the tabulation and computation of data was described. The results of these data collections and computations appear in Chapter IV.

¹Lawrence O. Nelson, Op. Cit.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Presentation of Data

The data for this study were secured through two methods. One was the questionnaire method - used with incumbent presidents and with board of control members. The second method employed was that of the interview - used with incumbent presidents. In all cases, the incumbent presidents and board members were associated with one, and in some cases board members were associated with two - of the selected nine institutions of the study sample.

Board of control members responses were received from one-hundred and ten male and female respondents. The nine incumbent president responses were gathered from nine male participants.

The study was aimed at the discovery of similarities or differences of expectations which incumbent presidents and board of control members held for the role of college or university president.

The questionnaire was constructed in a manner that would provide information relative to the four expectations areas of: (1) Personal qualities, (2) Performances, (3) Participations, (4) Friendships.

The following main areas and sub-areas were included in the questionnaire form:

1.- Personal data

Age, sex, race, marital status

Political, religious preferences

Education, experience

Personal habits, competencies, personal attributes

Educational and administrative philosophy

2. Performance data

Administrative responsibilities

Board relations, faculty relations, student relations

Staff relations, public relations

Professional responsibilities

Personnel policies

3. Participations data

Faculty activities; student activities

Professional associations, civic activities

Political activities; Religious activities

Spouse involvement in activities

Group organization activity

4. Friendship data

Individual board members

College staff or students

Organization of leaders

Education leaders

Members of the press

Individuals of economic importance

Factional leaders

Analysis for convergence or divergence of expectation is reported in the following sections. Supporting evidence gained in the personal interviews is provided at the end of each section. In addition, the results of this study are compared to Nelson's study.¹

¹Lawrence O. Nelson, Op. Cit.

Significance of certain items in the discovery of possible conflict, convergence or divergence was determined from chi-square. For this analysis the author has followed the limits established by Nelson.¹ Items with a χ^2 of 0.00 to 2.00 are considered to be revealing convergence of expectations; items with a χ^2 of 2.01 to 3.83 are considered to be revealing divergence of expectation; items with a χ^2 of 3.84 or more are treated as significant to the possible discovery of conflict.

Analysis of Data

Each item from the instruments employed in the collection of expectation data was analyzed within the grouping pertaining to that item. Numbers of items as they appeared on the original instruments were retained to aid the reader in the identification of items on the questionnaires to be found in Appendixes A and B.

The responses of incumbent presidents and board members were reported in percentages for each item for each of the groups studied. In addition, the chi-square for each item was shown with particular attention directed to those with significance as possible items of conflict.

In the interest of clarity and completeness, the computations for chi-square were reproduced for each instance provided. The reader is directed to Appendix F for a more definitive treatment of the statistical results. Computations for this study were obtained from hand analysis by the author. The formula followed is as follows:

$$\chi^2 = E \frac{(f_o - f_e)^2}{f_e}$$

To illustrate the steps involved in chi-square computations, one item of significance is presented as an example:

H_0 - There is a convergence of beliefs of incumbent presidents and board of control members relative to the significance of age of a Negro college president in the State of Georgia.

Item # 1		M or SB+	Mmn B ++
50-55 yrs. of age	IP*	0	8
	Bm**	20	85

* IP = Incumbent President Responses
 ** Bm = Board Member Responses
 + M or SB = Must or Should Be Response
 ++MmnB = May or May Not Be Response

Constructing a four cell table with this information one has:

Item # 1	M or SB	Mmn B	Total
IP	0	8	8
Bm	20	85	105
Totals	20	93	113 n

Cell #	fo	fe	fe	fo-fe	(fo-fe) ²	$\frac{(fo-fe)^2}{fe}$
1	0	$\frac{8 \times 20}{113} = 1.42$	1.42	0	0	0.00
2	8	$\frac{8 \times 93}{113} = 6.58$	6.58	1.42	2.02	0.30
3	20	$\frac{105 \times 20}{113} = 18.58$	18.58	1.42	2.02	0.10
4	85	$\frac{105 \times 93}{113} = 86.42$	86.42	-1.42	2.02	0.00
						* $\chi^2 = 0.40$

*Value of χ^2 at the 5% level of significance is 3.841.

Analysis of the 120 role expectation items used on the original instruments follows by sections.

Section I - Personal Qualities

The following statements and questions were used to introduce this section of the presidential form of the questionnaire.

Information: Imagine that you have accepted another position. Your board asks you to recommend someone for consideration as your successor. What kind of person would you recommend?

In an attempt to provide similar information on the board member form, this statement and question appeared:

Information: Imagine that your board had the task of hiring a new college or university president, which of the following qualities would you look for in the person?

These statements and questions appeared on each form of the questionnaire. The fifty-six personal qualities items were concerned with aspects of role expectation and were grouped for analysis in tables and include: (1) Age, (2) Sex, (3) Marital status, (4) Political, Religious Preference, (5) Education, Experience, (6) Personal Habits, (7) Competencies, (8) Personal Attributes, and (9) Educational and Administrative Philosophy. In all tables the symbol IP refers to incumbent president and the symbol Bm refers to board member. The figures appearing under the line in Chapter V refer to Nelson's findings; viz., $\frac{3}{13n}$ of 16 friendship items. The data are reported in percentages. Should the reader desire the actual response to each item, he is referred to Appendix G for that information.

Age - Table I indicates a relatively high degree of convergence between incumbent presidents and board of control members relative to expectations for the president's age. The same held true for Nelson's study.

TABLE 1. --Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to expectations for selected College or University Presidents relative to Age

Number and Item	Sample:		M or MNB %	SNB %	MNB %
	IP (8) Bm (110)	MB %			
5. 60 Years of age or older $\chi^2 = 0.00$	IP	0	12.50	87.50	
	Bm	0	31.82	68.18	
1. 50-59 Years of age $\chi^2 = 0.40$	IP	0	87.50	12.50	
	Bm	18.18	77.27	4.55	
35. 40-49 Years of age $\chi^2 = 0.37$	IP	37.50	62.00	0	
	Bm	27.27	72.73	0	
47. 30-39 Years of age $\chi^2 = 3.84$	IP	25.00	75.00	0	
	Bm	4.55	72.73	22.72	
11. Under 30 Years of age $\chi^2 = 2.10$	IP	12.50	12.50	75.00	
	Bm	4.55	31.82	63.63	

* Value of χ^2 at the 5% level of significance is 3.841.

Items 5, 1, and 35 show very limited amounts of difference. It was the contention of both groups that presidents SHOULD NOT be appointed after the age of 60; that the ages of 40-49 are considered most desirable for college or university presidents; and that the ages 50-59, as well as 30-39 are acceptable to both groups.

The Chi-Square for items 47 and 11 are not at the 5% level of significance and is not to be considered conflict items. However, there is sufficient divergence to call attention to the higher percentage of board

member responses which were opposed to appointment of a president 30-39 years of age.

Sex - Items 14 and 36, in Table 2, relative to the Sex of presidents are quite revealing. In the responses for male there appears to be a slight difference of opinion between incumbent presidents and board of control members regarding the degree of importance that a president be a male. A higher proportion, nearly 75% of the incumbent presidents indicated a male for college or university presidents as a must item. Board members, on the other hand, were a bit more permissive on this item with less than 50% considering male a must quality. There is a high degree of convergence in the either should not or must not be female. Of the incumbent presidents, 75% agreed that a female may or may not be president. Of the board members, 59.09% felt that a female may or may not be president. In the same group of eight presidents, all eight were male. In Nelson's study both groups converged also in their expectations that the president either should not or must not be female.

Race - With 87.50% of the presidents and 72.73% of the board members sharing the conviction on item 38 of table 2 that a Negro may or may not be a college president, the convergence of expectation is indeed very close. However, there is a strange difference between Item 38 and Item 15 in the should not be and must not be columns; 26.14% of president and board members said that the president SNB or MNB white; whereas only 18.18% of the board members and not any of the presidents said that the president SNB or MNB Negro. All of the presidents included in this study were Negroes.

TABLE 2. —Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to expectations for selected College or University Presidents relative to Sex and Race

Number and Item	Sample:		MB %	SB %	M or MNB %	SNB %	MNB %
	IP (8)	Bm (110)					
14. Male	IP		75		25	0	
* $X^2 = 1.85$	Bm		50		50	0	
36. Female	IP		0		75.00	25.0	
$X^2 = 0.00$	Bm		0		59.09	40.91	
38. Negro	IP		12.50		87.50	0	
$X^2 = 0.01$	Bm		9.09		72.73	18.18	
15. White	IP		0		87.50	12.50	
$X^2 = 0.45$	Bm		18.18		68.18	13.64	

*Value of X^2 at the 5% level of significance is 3.841.

Marital Status - All five items of Table 3 did not show convergence of expectations between presidents and board members as did Nelson's study. However, items 22, 48, and 53 showed a remarkable convergence. But item 2, even though it did not reach the 5% level, is considered a divergent area. Item 29 had a chi-square, at the 5% of 16.72 indicating that this is a conflict area.

The highest percentages of both agreed that a president; must or should be married; that he may or may not be married with children; that he may or may not be a widower; and that he should not or must not be single.

Table 3. --Percentage of total responses of Incumbent President and Board of Control Members pertaining to expectations for selected College and University Presidents relative to Marital Status

Number and Item	Sample: IP (8) Bm (110)	MB %	SB %	M or MNB %	SNB %	MNB %
2. Married	IP	100.00		0	0	
* χ^2 =	Bm	68.18		31.82		
5 Married with children	IP	0		100.00	0	
χ^2	Bm	27.27		72.73	0	
48 Divorced	IP	0		62.50	37.50	
χ^2	Bm	0		36.36	63.64	
22 Widower	IP	0		100.00	0	
χ^2	Bm	4.55		86.36	9.09	
29 Single	IP	25.00		62.50	12.50	
	Bm	0		54.55	45.45	

*Value of χ^2 at the 5% level of significance is 3.841.

Political Preference -- On items 8 and 43, of Table 4, relative to the political affiliations of the president, both groups converged in their expectations. In this study, and with Nelson's study,¹ incumbent presidents and board of control members almost unanimously agreed that a president may be a member of either political party.

Religious Preference - The three items - 41, 27, and 34 in Table 4, relative to religious preference for presidents also shows considerable convergence of response. Item 4 - church member - represented a possible area of conflict in Nelson's study. However, Item 41 - Catholic - revealed that 59.09% of the board members and 25.0% of the incumbent presidents said that the president must not or should not be a Catholic. Of

the nine original schools included in this study, six are church supported - Protestant.

TABLE 4. --Percentage of total responses of Incumbent President and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Political, Religious Preferences

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be	May or May Not Be	Should Not Be or Must Not Be
		%	%	%
8. Democrat $\chi^2 = 0.00$	IP	0	62.50	37.50
	Bm	0	95.45	4.55
43. Republican $\chi^2 = 0.00$	IP	0	100.00	0.00
	Bm	0	100.00	0.00
41. Catholic $\chi^2 = 0.00$	IP	0	75.00	25.00
	Bm	0	40.91	59.09
27. Jewish $\chi^2 = 0.02$	IP	50.00	12.50	37.50
	Bm	4.55	63.64	31.81
34. Protestant $\chi^2 = 0.44$	IP	37.50	62.50	0.00
	Bm	50.00	50.00	0.00
4. Church Member $\chi^2 = 0.10$	IP	100.00	0.00	0.00
	Bm	90.91	9.09	0.00

Education - Incumbent presidents and board members showed a high level of agreement in the expectation that a president must have a master's degree. However, 95.45% of the board members felt this way and 37.50% of the incumbent presidents felt the same way. Item 52 showed a high level of conflict. Whereas item 9 revealed an area of slight divergence. Nelson's study revealed a very high level of agreement in this area.

Liberal Arts Background - This was also an item of convergence with 75.00% of the incumbent presidents and 63.64% of the board of control

members saying that a college president should or must be of a liberal arts background. However, 25.00% of the incumbent presidents and 31.82% of the board of control members answered that he may or may not be educated in the liberal arts. The remaining 4.54% of the board of control members felt that the president should not be or must not be educated in the liberal arts.

Experience - Convergence of expectation is evident in items 30, 44, 31, and 55 in Table 5. Item 20 revealed that 72.73% of the board members and 62.50% of the incumbent presidents answered that a college president must be or should be an experienced teacher. However, 37.50% of the incumbent presidents and 27.27% of the board of control members answered that a college president may or may not be an experienced teacher. In item 44, 100% of the incumbent presidents and 90.91% of the board of control members answered that the president may or may not be promoted from the local college staff. The remaining 9.09% of the board members answered that he should not or must not be. On the question of building construction experience, there was complete convergence of expectation. Twenty-five per cent of the incumbent presidents and 22.73% of the board of control members felt that a president must be or should be a person with building construction experience. Whereas, 75.00% of the incumbent presidents and 77.27% of the board members answered that a president may or may not be such a person.

Item 31, revealed that 100% of the incumbent presidents answered that a president must be or should be a person with previous success as an educational administrator, whereas, 54.55% of the board members felt the same way. However, the remaining 45.55% of the board of control members felt that a president may or may not be such a person. Nelson's study

revealed divergence of expectation in items 20, 44, and 55. Only one item in the experience group showed convergence of expectation in his study and that was item 31.

TABLE 5. --Percentage of total responses of Incumbent President and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Education, Experience

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
52. Have Master's Degree $\chi^2 = 26.08$	IP Bm	37.50 95.45	50.00 4.55	12.50 0.00
9. Have Doctor's Degree $\chi^2 = 3.43$	IP Bm	50.00 90.91	25.00 9.09	25.00 0.00
23. Liberal Arts Background $\chi^2 = 0.22$	IP Bm	75.00 63.64	25.00 31.82	0.00 4.54
20. Experienced Teacher $\chi^2 = 0.37$	IP Bm	62.50 72.73	37.50 27.27	0.00 0.00
31. Previous Success as an Educational Administrator $\chi^2 = 2.91$	IP Bm	100.00 54.55	0.00 45.45	0.00 0.00
44. Promoted from the Local College Staff $\chi^2 = 0.00$	IP Bm	0.00 0.00	100.00 90.91	0.00 9.09
55. Person with Building Construction Experience $\chi^2 = 0.01$	IP Bm	25.00 22.73	75.00 77.27	0.00 0.00

Personal Habits - In Table 6, items 26, 24, and 21 shows strong areas of convergence. Of the incumbent presidents, 87.50% answered that the president must be or should be conservative in dress, 77.27 of the board members felt the same way. However, 22.73% of the board members answered that the president may or may not be conservative in dress, whereas only 12.50% of the incumbent presidents answered this way. Item 24 showed that 12.50% of the incumbent presidents and 27.27% of the board members answered that a president should not be or must not be a smoker. However, 87.50% of the presidents and 72.73% of the board members felt that a president may or may not be a smoker. Item 21 showed an almost perfect convergence - 50% of the incumbent presidents and 50% of the board members answered that a president must be or should be a teetotaler, whereas, 50.00% of the presidents and 45.45% of the board members stated that a president may or may not be a teetotaler. The remaining 4.55% of the board members answered that a president should not be or must not be a teetotaler.

Item 39 had a X^2 of 3.26 with 86.36% of the board members and 62.50% of the incumbent presidents answering that a college president must be or should be a person of attractive personal appearance. Whereas the remaining 37.50% of the incumbent presidents and 13.64% of the board members answered that the president may or may not be a person of attractive personal appearance.

Nelson's study revealed that item 39 showed an especially high possibility of conflict. It also revealed that item 26 of this group showed divergence within .03 of significance. Item 24 showed an almost perfect convergence.¹

¹Nelson, Op. Cit.

TABLE 6. --Percentage of total responses of Incumbent President and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Personal Habits

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
39. Attractive Personal Appearance $X^2 = 3.26$	IP Bm	62.50 86.36	37.50 13.64	0.00 0.00
26. Conservative in Dress $X^2 = 0.43$	IP Bm	87.50 77.27	12.50 22.73	0.00 0.00
24. Smoker $X^2 = 0.00$	IP Bm	0.00 0.00	87.50 72.73	12.50 27.27
21. Teetotaler $X^2 = 0.00$	IP Bm	50.00 50.00	50.00 45.45	0.00 4.55

Competencies - In six of the eight items grouped as competencies of presidents, in Table 7, incumbents and board members held similar expectations, these items were 16, 54, 37, 6, 18, and 25. Items 42 and 32 showed areas of conflict. Item 42 had a X^2 of 14.76 with 100% of the board members saying that an incumbent president must be or should be a person who works well with people. whereas 87.50% of the incumbents agreed and 12.50% did not. In item 32, we find a X^2 of 12.06 with 90.91% of the board members saying that the incumbent must be or should be a person of intellectual brilliance and 9.09% of the same group saying that the incumbent may or may not be. However, 50% of the incumbents answered that he must be or should be while 50% answered that he may or may not be.

Nelson's study revealed that in all eight of the items grouped as competencies of presidents, incumbents and board members held similar expectations for them.

TABLE 7. --Percentage of total responses of Incumbent President and Board of Control Members pertaining to Expectations for Selected College and University Presidents relative to Competencies

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
16. Able to Express Ideas Clearly $\chi^2 = 0.09$	IP Bm	87.50 90.91	12.50 9.09	0.00 0.00
54. Businesslike in Financial Affairs $\chi^2 = 0.00$	IP Bm	100.00 100.00	0.00 0.00	0.00 0.00
37. Dynamic Leader $\chi^2 = 3.26$	IP Bm	62.50 86.36	37.50 13.64	0.00 0.00
42. Works Well with People $\chi^2 = 14.76$	IP Bm	87.50 100.00	12.50 0.00	0.00 0.00
32. Person of Intellectual Brilliance $\chi^2 = 12.06$	IP Bm	50.00 90.91	50.00 9.09	0.00 0.00
6. A Good Public Speaker $\chi^2 = 0.48$	IP Bm	100.00 81.82	0.00 18.18	0.00 0.00
18. Skilled in Public Relations $\chi^2 = 0.03$	IP Bm	100.00 95.45	0.00 4.55	0.00 0.00
25. Well Informed on Current Educational Practices $\chi^2 = 0.00$	IP Bm	100.00 100.00	0.00 0.00	0.00 0.00

Personal attributes - Table 8 provides a summary of responses to twelve items related to various personal attributes expected or not expected

TABLE 8. -- Percentage of total responses of Incumbent President and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Personal Attributes

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
3. Outspoken $\chi^2 = 0.14$	IP Bm	50.00 40.91	50.00 50.00	0.00 9.09
7. Imaginative $\chi^2 = 0.00$	IP Bm	100.00 90.91	0.00 0.00	0.00 9.09
10. Practical $\chi^2 = 0.03$	IP Bm	100.00 95.45	0.00 4.55	0.00 0.00
12. Personally Ambitious $\chi^2 = 0.57$	IP Bm	25.00 59.09	25.00 27.27	50.00 13.64
13. Tactful $\chi^2 = 0.03$	IP Bm	100.00 95.45	0.00 4.55	0.00 0.00
17. Easy-Going $\chi^2 = 2.67$	IP Bm	0.00 13.64	62.50 22.73	37.50 63.63
19. Person of Vision $\chi^2 = 0.03$	IP Bm	100.00 95.45	0.00 4.55	0.00 0.00
28. Persistent $\chi^2 = 0.21$	IP Bm	75.00 90.91	12.50 9.09	12.50 0.00
30. Sense of Values $\chi^2 = 0.00$	IP Bm	100.00 100.00	0.00 0.00	0.00 0.00
40. Vigorous $\chi^2 = 14.76$	IP Bm	87.50 100.00	12.50 0.00	0.00 0.00
45. Scholarship $\chi^2 = 0.00$	IP Bm	100.00 100.00	0.00 0.00	0.00 0.00
50. Persuasive $\chi^2 = 0.00$	IP Bm	100.00 100.00	0.00 0.00	0.00 0.00

in presidents for the selected colleges or universities of the study. Elev-

en of the twelve items had a X^2 of less than 3.841. These items were 3, 7, 10, 13, 17, 19, 28, 30, 45, and 50. However, item 40 had a X^2 of 14.76 with 100% of the board members answering that an incumbent must be or should be vigorous. With this expectation, 87.50% of the incumbents agreed, but 12.50% answered that he may or may not be so.

Nelson's study showed two possible conflict items - 12 and 13. These items had X^2 's of 11.97 and 4.14 respectively.

Educational Philosophy - Table 9, the final Table in this section, is related to philosophical expectations. The expectation relative to

TABLE 9. —Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Educational, Administrative, Philosophy

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
33. Educationally "conservative" $X^2 = 5.47$	IP Bm	0.00 45.45	75.00 27.27	25.00 27.27
51. Educationally "progressive" $X^2 = 0.00$	IP Bm	75.00 72.73	25.00 22.73	0.00 4.54
46. Democratic $X^2 = 0.17$	IP Bm	62.50 54.55	37.50 45.45	0.00 0.00
56. Authoritarian $X^2 = 0.00$	IP Bm	0.00 18.18	0.00 36.36	100.00 45.45
49. Person who believes in as little government as possible $X^2 = 0.22$	IP Bm	0.00 13.64	37.50 45.45	62.50 40.91

whether an incumbent shall be educationally "conservative" provides the lone

possibility of a conflict item. It; item 33; has a X^2 of 5.47, with 75% of the incumbents saying that he may or may not be and 25% saying that he should not be or must not be. However, 45.45% of the board members answered must be or should be, 27.27% answered may or may not be, and 27.27% answered should not be or must not be.

Nelson's study revealed item 51 as a possible conflict item. Items 46 and 56 showed a definite discrepance in expectations.

Personal Interview data - In the interviews with each of the eight incumbent presidents, the following question was posed relative to Section I, Personal Qualities:

What three personal qualities do you feel are the most important for a college or university president to have?

The four personal qualities referred to most often and the frequency of response are shown here.

A president should have these personal qualities:

<u>Quality</u>	<u>Total Response</u>
1. Ability to work with others	8
2. Leadership ability	7
3. Skilled in public relations	7
4. Intelligence	7

Section II - Performance

Information: What obligations do you feel a college or university president has to do or not do the following things?

Administrative Responsibilities

Table 10 revealed one item of conflict, this was item 30. This item had a X^2 of 5.64. An analysis of board member responses reveals that 95.45% expect that an incumbent president must be or should be and

4.55% of them chose may or may not be as their preference of response. On the other hand, 75% of the incumbents chose must be or should be as their response while 25% chose may or may not be.

TABLE 10. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Administrative Responsibilities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
7. Accept full responsibility for the decisions of his subordinates	IP Bm	62.50 63.64	37.50 27.27	0.00 9.09
* $\chi^2 = 0.17$				
13. Secure outside help from "Experts" when problem areas are encountered	IP Bm	62.50 77.27	37.50 22.73	0.00 0.00
$\chi^2 = 0.89$				
16. Have on paper a long range campus building plan	IP Bm	100.00 95.45	0.00 4.55	0.00 0.00
$\chi^2 = 0.03$				
30. Have educational development on paper	IP Bm	75.00 95.45	25.00 4.55	0.00 0.00
$\chi^2 = 5.64$				
31. Personally inspect all campus buildings at least once a year	IP Bm	75.00 86.36	25.00 13.64	0.00 0.00
34. In budget planning the cost factors are given greater consideration than educational needs	IP Bm	0.00 0.00	0.00 27.27	100.00 72.73
$\chi^2 = 0.00$				

*Value of χ^2 at the 5% level of significance is 3.841.

Nelson's study showed complete convergence of all items listed on this table.

Board Relations

Items 14, 24, and 35 showed a high degree of convergence. However, item 1 revealed a possible area of divergence.

TABLE 11. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Board Relations

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
1. Carry out decisions of the Board which he believes to be unsound $\chi^2 = 2.28$	IP Bm	100.00 45.45	0.00 31.82	0.00 22.73
14. Take directions from individual IP board members $\chi^2 = 0.00$	IP Bm	0.00 36.36	0.00 63.64	100.00 0.00
24. Encourage the formation of lay committees to cooperate with the Board in studying collegiate problems $\chi^2 = 0.01$	IP Bm	75.00 72.73	25.00 27.27	0.00 0.00
35. Help the Board resist faculty demands for higher salaries $\chi^2 = 0.00$	IP Bm	0.00 4.55	0.00 36.36	100.00 59.09

Nelson's study revealed items 1, 14, and 35 in convergence, and item 24 in divergence.

Faculty Relations

Items 2, 9, 18, 22, and 28 revealed areas of convergence, whereas, item 6 showed a highly probable area of conflict. Table 12 presents these findings.

TABLE 12. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Faculty Relations

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
2. Involve faculty in new staff selection $\chi^2 = 1.84$	IP Bm	75.00 45.45	25.00 45.45	0.00 9.10
6. Encourage faculty members to discuss their problems with him $\chi^2 = 12.85$	IP Bm	62.50 95.45	37.50 4.55	0.00 0.00
9. Make conscientious effort to involve faculty in new building planning $\chi^2 = 0.25$	IP Bm	100.00 81.82	0.00 13.64	0.00 4.54
18. Defend his faculty from attack when they try to present both sides of various political issues $\chi^2 = 0.11$	IP Bm	100.00 86.36	0.00 9.09	0.00 4.55
22. Help his faculty to get higher salaries $\chi^2 = 0.22$	IP Bm	100.00 86.36	0.00 13.64	0.00 0.00
28. Make major changes without consulting the faculty $\chi^2 = 0.00$	IP Bm	0.00 0.00	0.00 36.36	100.00 63.64

Items 2 and 22 were possible areas of conflict in Nelson's study.

Student Relations

Both of the items contained in Table 13 revealed a high degree of convergence. Item 4 had a χ^2 of 0.40 and item 27 had a χ^2 of 0.10.

TABLE 13. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Student Relations

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
4. Use student committees to study problem areas $\chi^2 = 0.40$	IP	75.00	25.00	0.00
	Bm	63.64	36.36	0.00
27. Make sincere efforts to encourage student government $\chi^2 = 0.10$	IP	100.00	0.00	0.00
	Bm	90.91	9.09	0.00

Table 14 contains two items of convergence, items 20 and 32. Item 29 revealed an area of strong conflict. This item had a χ^2 of 17.87.

TABLE 14. — Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Staff Relations

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should not Be or Must Not Be %
20. Eliminate from his staff any political liberals who might be accused of being "Pinks" or "Red"				
	IP	0.00	37.50	62.50
	Bm	27.27	27.27	45.45
$\chi^2 = 1.42$				
29. Take a neutral stand on any issue on which the college community is evenly split				
	IP	25.00	50.00	25.00
	Bm	0.00	50.00	50.00
$\chi^2 = 17.87$				
32. Avoid involvement with factional or clique groups on the staff				
	IP	100.00	0.00	0.00
	Bm	86.36	13.64	0.00
$\chi^2 = 0.22$				

Items 20 and 29 were items of divergence in Nelson's study.

Public Relations

Table 15 shows 4 items of convergence. They are items 3, 12, 17, and 21. However, item 26 was revealed to be a possible conflict area.

TABLE 15. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Public Relations

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
3. Keep his office open to all persons at all times $\chi^2 = 1.61$	IP Bm	50.00 40.91	0.00 36.36	50.00 22.73
12. "Play up to" influential citizens $\chi^2 = 0.96$	IP Bm	0.00 18.18	25.00 18.18	75.00 63.64
17. Speak to all major civic groups at least once a year $\chi^2 = 0.66$	IP Bm	0.00 22.73	100.00 72.73	0.00 4.54
21. Establish regular channels of communication with the press $\chi^2 = 0.10$	IP Bm	100.00 86.36	0.00 13.64	0.00 0.00
26. Occasionally compromise with pressure groups $\chi^2 = 10.40$	IP Bm	37.50 4.55	25.00 45.45	37.50 50.00

Nelson's study revealed that all five items were items of convergence.

Professional Responsibilities

In this area, item 8; Table 16; was the only item of divergence revealed. Items 10, 23, 33, and 36 were items of convergence.

TABLE 16. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Professional Responsibilities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
8. Cooperate willingly with researchers who are attempting to advance knowledge in his field $\chi^2 = 5.64$	IP Bm	75.00 95.45	25.00 4.55	0.00 0.00
10. Write articles for professional journals which will be of benefit to others in the profession $\chi^2 = 0.40$	IP Bm	75.00 63.64	25.00 36.36	0.00 0.00
23. Fight continuously against any attacks on educational principles or methods which he knows are sound $\chi^2 = 0.11$	IP Bm	100.00 86.36	0.00 9.09	0.00 4.55
33. Work on committees sponsored by State or National Higher Educational groups $\chi^2 = 0.60$	IP Bm	100.00 77.27	0.00 22.73	0.00 0.00
36. Read most of the professional journals $\chi^2 = 0.14$	IP Bm	75.00 77.27	25.00 18.18	0.00 4.55

Item 10 was a conflict item in Nelson's study.

Personnel Policies

Table 17 contains an item of significant conflict, this is item

15. Items 5, 11, 19, and 25 were all items of convergence.

TABLE 17. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Personnel Policies

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
5. Make recommendations for the promotion, appointment, or dismissal of subordinates on the basis of merit alone	IP Bm	100.00 72.73	0.00 22.73	0.00 4.54
$\chi^2 = 0.66$				
11. Refuse to recommend the dismissal of a faculty member the public wants dismissed if he feels the complaint is invalid	IP Bm	100.00 72.73	0.00 18.18	0.00 9.09
$\chi^2 = 0.47$				
15. Give consideration to area values of feelings regarding race, religion, national origin, when filling vacant faculty positions	IP Bm	25.00 50.00	62.50 22.73	12.50 27.27
$\chi^2 = 4.59$				
19. Seeks able people for open faculty positions rather than considering only those who apply	IP Bm	100.00 100.00	0.00 0.00	0.00 0.00
$\chi^2 = 0.00$				
25. Compile a list of general characteristics desired in faculty members	IP Bm	75.00 77.27	25.00 22.73	0.00 0.00
$\chi^2 = 0.01$				

Nelson's study revealed that all of these items were items of convergence.

Interview Questions

To obtain verbal responses on the performances section, the following question was asked of the eight incumbent presidents that were interviewed:

What three performances do you feel are the most important for a college or university president to do?

The incumbents answers were centered around the following two performance areas:

1. General administration of the college or university with emphasis on budget preparation and acquisition of adequate finances.
2. External relations, development and continuation of favorable relations with alumni, various constituent publics.

These two areas were also listed in Nelson's study as Performance areas 2 and 4 respectively.

Section III - Participations

Information: Which of the following kinds of organizational memberships or activities do you feel are appropriate for a college or university president?

Faculty Activities

The item listed in Table 18; item 9; revealed an area of convergence with a X^2 of 1.59.

Nelson's study revealed this as an item of convergence.

TABLE 18. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Faculty Activities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
9. Participate in the affairs of the faculty organizations	IP	75.00	0.00	25.00
	Bm	54.55	36.36	9.09
$\chi^2 = 1.59$				

Item 12; Table 19; reveals that this was an item of convergence. This item has a χ^2 of 0.75.

TABLE 19. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Student Activities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
12. Take an active part in Student activities	IP	62.50	37.50	0.00
	Bm	59.09	18.18	22.73
$\chi^2 = 0.75$				

Convergence was also revealed by Nelson.

Professional Association

Item 5 of Table 20 was revealed as being a possible area of conflict. This item had a χ^2 of 5.64.

TABLE 20. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Professional Association

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
5. Be a member of national organizations in his field	IP Bm	75.00 95.45	25.00 4.55	0.00 0.00
$\chi^2 = 5.64$				

Nelson's study revealed this as an item of convergence.

Civic Activities

Table 21 revealed two items of convergence, 7 and 11, with χ^2 's of 1.15 and 0.42 respectively.

TABLE 21. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Civic Activities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
7. Serve on several Civic and Welfare Committees Such as the Red Cross	IP Bm	62.50 40.91	37.50 54.55	0.00 4.54
$\chi^2 = 1.15$				
11. Take an active part in the local or area Chamber of Commerce	IP Bm	50.00 36.36	50.00 59.09	0.00 4.55
$\chi^2 = 0.42$				

Nelson's study revealed item 11 as an item of conflict and item 7 as a divergence item.

Political Activities

Table 22 shows that items 1 and 8 were both items of convergence, with χ^2 's of 0.01 and 0.18 respectively.

TABLE 22. —Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Political Activities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
1. Take an active part in local politics $\chi^2 = 0.01$	IP Bm	25.00 18.18	62.50 50.00	12.50 31.82
8. Hold office in the town government, such as the finance committee $\chi^2 = 0.18$	IP Bm	0.00 9.09	75.00 54.55	25.00 36.36

Nelson's study revealed item 1, as an item of convergence and item 8 as a possible area of conflict.

Religious Activities

Item 2, which appears in Table 23, was revealed as an item of convergence with a χ^2 of 0.10.

TABLE 23. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Religious Activities

Number and Item	Sample IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
2. Take an active part in Church affairs	IP	100.00	0.00	0.00
	Bm	90.91	9.09	0.00
$\chi^2 = 0.10$				

Nelson's study also revealed this to be an item of convergence.

Spouse Involvement in Activities

Table 24 revealed item 4 as being significant to the possible discovery of conflict.

TABLE 24. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Spouse Involvement in Activities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
4. Have his wife active in the community activities	IP	75.00	25.00	0.00
	Bm	27.27	72.73	0.00
$\chi^2 = 7.99$				

This item was an item of convergence in Nelson's study.

Group Organization Activities

Table 25 reveals one item of convergence, item 3; one item of divergence, item 10; and one item of conflict, item 6. The χ^2 's for

these three items were 0.00, 3.26, and 12.26 respectively. Nelson's study revealed items 3 and 6 as items of convergence and item 10 as an item of divergence.

TABLE 25. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Group Organization Activities

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
3. Take an active part in a fraternal organization $\chi^2 = 0.00$	IP Bm	25.00 22.73	75.00 72.73	0.00 4.54
6. Take an active part in a Veterans' organization $\chi^2 = 12.26$	IP Bm	37.50 4.55	62.50 90.91	0.00 4.54
10. Take an active part in a social club $\chi^2 = 3.26$	IP Bm	37.50 13.64	62.50 86.36	0.00 0.00

Personal Interview Data

What three participations do you feel are the most important for a college or university president?

<u>Participations</u>	<u>Total Response</u>
1. Faculty activities	8
2. Professional associations	7
3. Student activities	7

Section IV - Friendships

Information: With which of the following persons do you feel it would be appropriate for a college or university president to have an intimate friendship?

Individual Board Members

Table 26 reveals that item 4 is an item of convergence with a X^2 of 0.39.

TABLE 26. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Individual Board Members

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
4. An individual Board Member	IP	0.00	62.50	37.50
$X^2 = 0.39$	Bm	22.73	72.73	4.54

Nelson's study revealed that item 4 was also an item of convergence.

College Staff or Students

Table 27 reveals two items of convergence, item 10, with a X^2 of 0.28, and item 13, with a X^2 of 0.02. However, item 7 was revealed as being an item of possible conflict with a X^2 of 5.63.

Item 7 was an item of divergence in Nelson's study.

TABLE 27. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to College Staff or Students

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
7. A Dean or Director in the college or university $\chi^2 = 5.63$	IP Bm	62.50 27.27	25.00 68.18	12.50 4.55
10. An individual faculty member $\chi^2 = 0.28$	IP Bm	0.00 13.64	100.00 77.27	0.00 9.09
13. A leader of the student government $\chi^2 = 0.02$	IP Bm	25.00 18.18	62.50 54.55	12.50 27.50

Organization Leaders

Items 11 and 12 as listed in Table 28 revealed possible areas of conflict with χ^2 's respectively of 4.99 and 10.70. However, item 1 was listed as an item of convergence.

TABLE 28. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Organization Leaders

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
1. A leader of a Service Club $\chi^2 = 0.52$	IP Bm	50.00 31.82	50.00 54.55	0.00 13.63
11. A leader of a fraternal organization $\chi^2 = 4.99$	IP Bm	25.00 4.55	75.00 86.36	0.00 9.09
12. A leader of a Veteran's Organization $\chi^2 = 10.70$	IP Bm	37.50 4.55	62.50 81.82	0.00 13.63

Nelson's study showed all three items as items of conflict.

Education Leader

Item 15 of Table 29 reveals and χ^2 of 0.10 and this places it in the realm of convergence.

TABLE 29. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Education Leader

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
15. An education association leader $\chi^2 = 0.10$	IP Bm	37.50 31.82	62.50 68.18	0.00 0.00

Nelson's study lists this item also as a convergence item

Members of the Press

Table 30 shows item 5 as being an item of possible conflict with a X^2 of 4.73.

TABLE 30. — Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Members of the Press

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
5. A Newspaperman	IP	50.00	37.50	12.50
$X^2 = 4.73$	Bm	18.18	68.18	13.64

Nelson's study lists this item as an item of divergence.

Individuals of Economic Importance

Table 31 lists item 14, with a X^2 of 0.47. This brings it into the realm of a convergence item.

TABLE 31. — Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Individuals of Economic Importance

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
14. Individuals influential for economic reasons	IP	0.00	100.00	0.00
$X^2 = 0.47$	Bm	18.18	72.73	9.09

Nelson lists this item as an item of divergence.

Factional Leaders

Table 32 lists item 2 as a convergence item with a X^2 of 0.88; items 3, 6, and 9 with X^2 's respectively of 2.83, 3.02, and 3.53 are items of divergence; items 8 and 16 with X^2 's respectively of 4.23 and 6.17 are possible conflict areas.

TABLE 32. -- Percentage of total responses of Incumbent Presidents and Board of Control Members pertaining to Expectations for selected College and University Presidents relative to Factional Leaders

Number and Item	Sample: IP (8) Bm (110)	Must Be or Should Be %	May or May Not Be %	Should Not Be or Must Not Be %
2. A business organization leader	IP	50.00	50.00	0.00
	Bm	27.27	54.55	18.18
$X^2 = 0.88$				
3. Labor organization leader	IP	25.00	75.00	0.00
	Bm	4.55	59.09	36.36
$X^2 = 2.83$				
6. A member of the legislature	IP	50.00	37.50	12.50
	Bm	22.73	63.64	13.63
$X^2 = 3.02$				
8. A local politician	IP	37.50	50.00	12.50
	Bm	9.09	59.09	31.82
$X^2 = 4.23$				
9. A church leader	IP	75.00	25.00	0.00
	Bm	40.91	59.09	0.00
$X^2 = 3.53$				
16. The Governor	IP	50.00	37.50	12.50
	Bm	13.64	63.64	22.72
$X^2 = 6.17$				

Nelson lists items 6, 9, and 16 as items of convergence; items 2 and 8 as items of divergence and item 3 as an item of conflict.

Personal Interview Data

What three friendships do you feel are the most important for a

president to have?

<u>Friendships</u>	<u>Total Responses</u>
1. Other presidents	8
2. Community leaders	8
3. Educational leaders	7

Additional Personal Interview Data

Conflict Areas - Each president was asked: If you had to name one area of conflict which occurs most often between boards and presidents, what would it be?

In reply to this question, the eight incumbent presidents provided the following general conflict areas:

1. Finance
2. Academic Freedom
3. Interferences

Agreement Areas - To obtain responses from the eight incumbents on areas of agreement this question was asked:

If you had to name one item on which board members and presidents agree most often, what would it be?

<u>Agreement Area</u>	<u>Total Responses</u>
1. Standards of the institution	8

SUMMARY

This chapter has attempted to graphically present the author's main presentation and a detailed analysis of data. As previously stated, the two methods used to secure the data for this study were: (1) the questionnaire and (2) interview methods. The total number of board of control members used was one-hundred and ten; the total number of incumbent presidents was eight. There are nine Negro colleges and universities in the State of Georgia. One of these, however, has a non-Negro president and therefore could not be used for the personal interview data.

Analysis for convergence or divergence of expectation was reported according to sections. Supporting evidence gained in the personal interviews was provided at the end of each section. In addition, the results of this study were compared to the study conducted by L. O. Nelson.

Each item from the instruments employed in the collection of expectation data was analyzed within the grouping pertaining to that item. Numbers of items as they appeared on the original instruments were retained to aid the reader in the identification of items on the questionnaires to found in Appendixes A and B.

The responses of incumbent presidents and board members were reported in percentages for each item for each of the groups studied. In addition, the chi-square for each item was shown with particular attention directed to those with significance as possible items of conflict.

In the interest of clarity and completeness, the computations for chi-square were reproduced for each instance provided. Computations for this study were obtained from hand analysis by the author.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Statement of the Problem

The major purpose of this study was to identify and analyze the role expectations which incumbent presidents and board of control members held for the office, position, or status of college or university president, and to compare these expectations to determine the possible convergence and divergence of the role expectations held by each of the groups of the Study.

General Conclusions

This Study has provided the following general conclusions:

1. That incumbent presidents and board of control members of the nine Negro colleges and universities in the state of Georgia held many similar expectations for the role of college or university president.
2. That incumbent presidents and board of control members of the nine Negro colleges and universities in the state of Georgia held some differing expectations for the role of college or university president.
3. That incumbent presidents and board of control members of the nine Negro colleges and universities in the state of Georgia held some expectations for the role of college or university president which were revealed as possible areas of conflict.

4. That incumbent presidents of the nine Negro colleges and universities in the state of Georgia had a more determined point of view relative to their expectations.
5. That board of control members of the nine Negro colleges and universities in the state of Georgia had a more permissive point of view relative to the expectations held for the role of college or university president.

Major Findings

The majority of incumbent presidents and board of control members held converging expectations for the role of college or university president on: Forty-three of 56 personal qualities; thirty-one of thirty-six performances $\frac{42N}{8N}$ of twelve participations; and $\frac{23N}{7N}$ of 16 friendship items.

Divergence in role expectations was found among the majority of incumbent presidents and board of control members on: $\frac{8}{14N}$ of 56 personal qualities; $\frac{1}{13N}$ of 36 performances; $\frac{1}{4N}$ of 12 participations; and $\frac{3}{9N}$ of 16 friendship items.

Using X^2 , a test of significance, $\frac{21}{19N}$ of the one hundred and twenty role expectation items were revealed to have a X^2 above 3.841 and therefore possibly capable of producing conflict in role expectations.

Specific Conclusions

Personal Qualities - Converging Expectations

The majority of incumbent presidents and board members of the nine Negro colleges and universities of the state of Georgia held converging expectations that a president be:

- Outspoken
- A church member
- A good public speaker
- Imaginative
- Practical
- Tactful
- Able to express ideas clearly
- Skilled in public relations
- Person of vision
- Well informed on current educational practices
- Persistent
- Sense of values
- Vigorous
- Scholarly
- Persuasive
- Business-like in financial affairs
- Thirty to thirty-nine years of age

The majority of incumbent presidents differed with the majority of board members' expectations that a president be:

- White
- Jewish
- Person of intellectual brilliance
- Educationally "conservative"
- Negro
- Person who believes in as little government as possible
- Married, with children
- Authoritarian

Incumbent presidents, and board members held converging expectations that a president may or may not be:

- Democrat
- Widower
- Smoker
- Republican
- Promoted from the local college staff

Finally, the majority of incumbent presidents and board members converged in their expectations that a president not be:

- Sixty years of age or older
- Under thirty years of age
- Easy-going
- Divorced

The majority of incumbent presidents differed with the majority of board members expectations that a president not be:

- Single
- Female
- Catholic

Implications of the Study

Major Implication

The area deserves and requires additional research

Implications for Administration of Higher Education

1. Administration of higher education will continue to move in the direction of more democratic rather than authoritarian leadership.
2. Administration of higher education must, above all, recognize its responsibility to maintain a professional ethic and enlist persons of integrity to its ranks.

Recommendations

The following recommendations are based on the findings of this study:

Recommendation Number 1

Prospective presidents should be familiar with the expectations which appointing board of control members hold for the role of college or university president.

Recommendation Number 2

Board members should attempt to ascertain those expectations upon which they and their incumbent differ and seek to alleviate the problem.

Recommendation Number 3

Incumbent presidents should become familiar with the expectations of divergence which this study provides.

These recommendations are intended to make both board members and presidents aware of differences of opinion which may be hampering their effectiveness in the performance of the acts to which they are both committed.

Suggestions for Future Research

1. Replication of this study with another ethnic group of the same regional area and comparison of the results with this study and Nelson's study.
2. Replication of this study with a similar selection of colleges and universities in other regional areas and comparison with the region of this study.
3. A similar study to obtain faculty and student role expectations for presidents.
4. A similar study to obtain the expectations of members of the community.

5. A study of the role expectations incumbent presidents hold for board of control members, i. e., reversing the focus of this study.

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APPENDIX A

COLLEGE OR UNIVERSITY PRESIDENT ROLE EXPECTATION QUESTIONNAIRE

SECTION I - PERSONAL QUALITIES

INFORMATION: IMAGINE THAT YOU HAVE ACCEPTED ANOTHER POSITION. YOUR BOARD ASKS YOU TO RECOMMEND SOMEONE FOR CONSIDERATION AS YOUR SUCCESSOR. WHAT KIND OF PERSON WOULD YOU RECOMMEND?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSES TO EACH LISTED ITEM.

	RESPONSE KEY:	MUST BE MB	SHOULD BE SB	MAY OR MAY BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
ITEM						
1.	50 - 59 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
2.	MARRIED	MB	SB	MMNB	SNB	MNB
3.	OUTSPOKEN	MB	SB	MMNB	SNB	MNB
4.	CHURCH MEMBER	MB	SB	MMNB	SNB	MNB
5.	60 YEARS OF AGE OR OLDER	MB	SB	MMNB	SNB	MNB
6.	A GOOD PUBLIC SPEAKER	MB	SB	MMNB	SNB	MNB
7.	IMAGINATIVE	MB	SB	MMNB	SNB	MNB
8.	DEMOCRAT	MB	SB	MMNB	SNB	MNB
9.	HAVE DOCTOR'S DEGREE	MB	SB	MMNB	SNB	MNB
10.	PRACTICAL	MB	SB	MMNB	SNB	MNB
11.	UNDER 30 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
12.	PERSONALLY AMBITIOUS	MB	SB	MMNB	SNB	MNB

13.	TACTFUL	MB	SB	MMNB	SNB	MNB
14.	MALE	MB	SB	MMNB	SNB	MNB
15.	WHITE	MB	SB	MMNB	SNB	MNB
16.	ABLE TO EXPRESS IDEAS CLEARLY	MB	SB	MMNB	SNB	MNB
17.	EASY-GOING	MB	SB	MMNB	SNB	MNB
18.	SKILLED IN PUBLIC RELATIONS	MB	SB	MMNB	SNB	MNB
19.	PERSON OF VISION	MB	SB	MMNB	SNB	MNB
20.	EXPERIENCED TEACHER	MB	SB	MMNB	SNB	MNB
21.	TEETOTALER	MB	SB	MMNB	SNB	MNB
22.	WIDOWER	MB	SB	MMNB	SNB	MNB
23.	LIBERAL ARTS BACKGROUND	MB	SB	MMNB	SNB	MNB
24.	SMOKER	MB	SB	MMNB	SNB	MNB
25.	WELL INFORMED ON CURRENT PRACTICES	MB	SB	MMNB	SNB	MNB
26.	CONSERVATIVE IN DRESS	MB	SB	MMNB	SNB	MNB
27.	JEWISH	MB	SB	MMNB	SNB	MNB
28.	PERSISTENT	MB	SB	MMNB	SNB	MNB
29.	SINGLE	MB	SB	MMNB	SNB	MNB
30.	SENSE OF VALUES	MB	SB	MMNB	SNB	MNB
31.	PREVIOUS SUCCESS AS AN EDUCATIONAL ADMINISTRATOR	MB	SB	MMNB	SNB	MNB
32.	PERSON OF INTEL- LECTUAL BRILLI- ANCE	MB	SB	MMNB	SNB	MNB
33.	EDUCATIONALLY "CON- SERVATIVE"	MB	SB	MMNB	SNB	MNB

34.	PROTESTANT	MB	SB	MMNB	SNB	MNB
35.	40 - 49 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
36.	FEMALE	MB	SB	MMNB	SNB	MNB
37.	DYNAMIC LEADER	MB	SB	MMNB	SNB	MNB
38.	NEGRO	MB	SB	MMNB	SNB	MNB
39.	ATTRACTIVE PERSONAL APPEARANCE	MB	SB	MMNB	SNB	MNB
40.	VIGOROUS	MB	SB	MMNB	SNB	MNB
41.	CATHOLIC	MB	SB	MMNB	SNB	MNB
42.	WORKS WELL WITH PEOPLE	MB	SB	MMNB	SNB	MNB
43.	REPUBLICAN	MB	SB	MMNB	SNB	MNB
44.	PROMOTED FROM THE LOCAL COLLEGE STAFF	MB	SB	MMNB	SNB	MNB
45.	SCHOLARLY	MB	SB	MMNB	SNB	MNB
46.	DEMOCRATIC	MB	SB	MMNB	SNB	MNB
47.	30 - 39 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
48.	DIVORCED	MB	SB	MMNB	SNB	MNB
49.	PERSON WHO BELIEVES IN AS LITTLE GOVERNMENT AS POSSIBLE	MB	SB	MMNB	SNB	MNB
50.	PERSUASIVE	MB	SB	MMNB	SNB	MNB
51.	EDUCATIONALLY "PROGRESSIVE"	MB	SB	MMNB	SNB	MNB
52.	HAVE MASTER'S DEGREE	MB	SB	MMNB	SNB	MNB
53.	MARRIED WITH CHILDREN	MB	SB	MMNB	SNB	MNB
54.	BUSINESSLIKE IN FINANCIAL AFFAIRS	MB	SB	MMNB	SNB	MNB

55. PERSON WITH BUILDING CONSTRUCTION EXPERIENCE	MB	SB	MMNB	SNB	MNB
56. AUTHORITARIAN	MB	SB	MMNB	SNB	MNB

END OF SECTION I - CONTINUE ON TO NEXT SECTION

SECTION II - PERFORMANCES

INFORMATION: WHAT OBLIGATIONS DO YOU FEEL A COLLEGE OR UNIVERSITY PRESIDENT HAS TO DO OR NOT DO THE FOLLOWING THINGS?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSES TO EACH LISTED ITEM.

RESPONSE KEY:	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
	MD	SD	MMND	SND	MND
ITEM					
1. CARRY OUT DECISIONS OF THE BOARD WHICH HE BELIEVES TO BE UNSOUND	MD	SD	MMND	SND	MND
2. INVOLVE FACULTY IN NEW STAFF SELECTION	MD	SD	MMND	SND	MND
3. KEEP HIS OFFICE OPEN TO ALL PERSONS AT ALL TIMES	MD	SD	MMND	SND	MND
4. USE STUDENT COMMITTEES TO STUDY PROBLEM AREAS	MD	SD	MMND	SND	MND
5. MAKE RECOMMENDATIONS FOR THE APPOINTMENT, PROMOTION, OR DISMISSAL OF SUBORDINATES ON THE BASIS OF MERIT ALONE	MD	SD	MMND	SND	MND
6. ENCOURAGE FACULTY MEMBERS TO DISCUSS THEIR PROBLEMS WITH HIM	MD	SD	MMND	SND	MND
7. ACCEPT FULL RESPONSIBILITY FOR THE DECISIONS OF HIS SUBORDINATES	MD	SD	MMND	SND	MND
8. COOPERATE WILLINGLY WITH RESEARCHERS WHO ARE ATTEMPTING TO ADVANCE KNOWLEDGE IN HIS FIELD	MD	SD	MMND	SND	MND
9. MAKE CONSCIENTIOUS EFFORT TO INVOLVE FACULTY IN NEW BUILDING PLANNING	MD	SD	MMND	SND	MND

10. WRITE ARTICLES FOR PROFESSIONAL JOURNALS WHICH WILL BE OF BENEFIT TO OTHERS IN THE PROFESSION	MD	SD	MMND	SND	MND
11. REFUSE TO RECOMMEND THE DISMISSAL OF A FACULTY MEMBER THE PUBLIC WANTS DISMISSED IF HE FEELS THE COMPLAINT IS IN- VALID	MD	SD	MMND	SND	MND
12. "PLAY UP TO" INFLUENTIAL CITIZENS	MD	SD	MMND	SND	MND
13. SECURE OUTSIDE HELP FROM "EXPERTS" WHEN PROBLEM AREAS ARE ENCOUNTERED	MD	SD	MMND	SND	MND
14. TAKE DIRECTIONS FROM INDIVIDUAL BOARD MEMBERS	MD	SD	MMND	SND	MND
15. GIVE CONSIDERATION TO AREA VALUES OF FEELINGS REGARDING RACE, RELIGION, NATIONAL ORIGIN, WHEN FILLING VACANT FACULTY POSITIONS	MD	SD	MMND	SND	MND
16. HAVE ON PAPER A LONG RANGE CAMPUS BUILDING PLAN	MD	SD	MMND	SND	MND
17. SPEAK TO ALL MAJOR CIVIC GROUPS AT LEAST ONCE A YEAR	MD	SD	MMND	SND	MND
18. DEFEND HIS FACULTY FROM ATTACK WHEN THEY TRY TO PRESENT BOTH SIDES OF VARIOUS SOCIAL OR POLITICAL ISSUES	MD	SD	MMND	SND	MND
19. SEEKS ABLE PEOPLE FOR OPEN FACULTY POSITIONS RATHER THAN CONSIDERING ONLY THOSE WHO APPLY	MD	SD	MMND	SND	MND
20. ELIMINATE FROM HIS STAFF ANY POLITICAL LIBERALS WHO MIGHT BE ACCUSED OF BEING "PINKS" OR "RED"	MD	SD	MMND	SND	MND

21.	ESTABLISH REGULAR CHANNELS OF COMMUNICATION WITH THE PRESS	MD	SD	MMND	SND	MND
22.	HELP HIS FACULTY TO GET HIGHER SALARIES	MD	SD	MMND	SND	MND
23.	FIGHT CONTINUOUSLY AGAINST ANY ATTACKS ON EDUCATIONAL PRINCIPLES OR METHODS WHICH HE KNOWS ARE SOUND	MD	SD	MMND	SND	MND
24.	ENCOURAGE THE FORMATION OF LAY COMMITTEES TO COOPERATE WITH THE BOARD IN STUDYING COLLEGIATE PROBLEMS	MD	SD	MMND	SND	MND
25.	COMPILE A LIST OF GENERAL CHARACTERISTICS DESIRED IN FACULTY MEMBERS	MD	SD	MMND	SND	MND
26.	OCCASIONALLY COMPROMISE WITH PRESSURE GROUPS	MD	SD	MMND	SND	MND
27.	MAKE SINCERE EFFORTS TO ENCOURAGE STUDENT GOVERNMENT	MD	SD	MMND	SND	MND
28.	MAKE MAJOR CHANGES WITHOUT CONSULTING THE FACULTY	MD	SD	MMND	SND	MND
29.	TAKE A NEUTRAL STAND ON ANY ISSUE ON WHICH THE COLLEGE COMMUNITY IS EVENLY SPLIT	MD	SD	MMND	SND	MND
30.	HAVE EDUCATIONAL DEVELOPMENT PLAN ON PAPER	MD	SD	MMND	SND	MND
31.	PERSONALLY INSPECT ALL CAMPUS BUILDINGS AT LEAST ONCE A YEAR	MD	SD	MMND	SND	MND
32.	AVOID INVOLVEMENT WITH FACTIONAL OR CLIQUE GROUPS ON THE STAFF	MD	SD	MMND	SND	MND
33.	WORK ON COMMITTEES SPONSORED BY STATE OR NATIONAL HIGHER EDUCATIONAL GROUPS	MD	SD	MMND	SND	MND
34.	IN BUDGET PLANNING THE COST FACTORS ARE GIVEN GREATER CONSIDERATION THAN EDUCATIONAL NEEDS	MD	SD	MMND	SND	MND

35. HELP THE BOARD RESIST
FACULTY DEMANDS FOR
HIGHER SALARIES

MD

SD

MMND

SND

MND

36. READ MOST OF THE PROFESSIONAL
JOURNALS

MD

SD

MMND

SND

MND

END OF SECTION II - CONTINUE ON TO NEXT SECTION

SECTION III - PARTICIPATIONS

INFORMATION: WHICH OF THE FOLLOWING KINDS OF ORGANIZATIONAL MEMBERSHIPS OR ACTIVITIES DO YOU FEEL ARE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
RESPONSE KEY:	MD	SD	MMND	SND	MND
ITEM					
1. TAKE AN ACTIVE PART IN LOCAL POLITICS	MD	SD	MMND	SND	MND
2. TAKE AN ACTIVE PART IN CHURCH AFFAIRS	MD	SD	MMND	SND	MND
3. TAKE AN ACTIVE PART IN A FRATERNAL ORGANIZATION	MD	SD	MMND	SND	MND
4. HAVE HIS WIFE ACTIVE IN THE COMMUNITY ACTIVITIES	MD	SD	MMND	SND	MND
5. BE A MEMBER OF NATIONAL ORGANIZATIONS IN HIS FIELD	MD	SD	MMND	SND	MND
6. TAKE AN ACTIVE PART IN A VETERANS ASSOCIATION	MD	SD	MMND	SND	MND
7. SERVE ON SEVERAL CIVIC AND WELFARE COMMITTEES SUCH AS THE RED CROSS	MD	SD	MMND	SND	MND
8. HOLD OFFICE IN THE TOWN GOVERNMENT, SUCH AS THE FINANCE COMMITTEE	MD	SD	MMND	SND	MND
9. PARTICIPATE IN THE AFFAIRS OF THE FACULTY ORGANIZATION	MD	SD	MMND	SND	MND

10.	TAKE AN ACTIVE PART IN A SOCIAL CLUB	MD	SD	MMND	SND	MND
11.	TAKE AN ACTIVE PART IN THE LOCAL OR AREA CHAMBER OF COMMERCE	MD	SD	MMND	SND	MND
12.	TAKE AN ACTIVE PART IN STUDENT ACTIVITIES	MD	SD	MMND	SND	MND

END OF SECTION III - CONTINUE ON TO NEXT SECTION

SECTION IV - FRIENDSHIPS

INFORMATION: WITH WHICH OF THE FOLLOWING PERSONS DO YOU FEEL IT WOULD BE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT TO HAVE AN INTIMATE FRIENDSHIP?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST BE	SHOULD BE	MAY OR MAY NOT BE	SHOULD NOT BE	MUST NOT BE
RESPONSE KEY:	MB	SB	MMNB	SNB	MNB
<hr/>					
ITEM					
1. A LEADER OF A SERVICE CLUB	MB	SB	MMNB	SNB	MNB
2. A BUSINESS ORGANIZATIONAL LEADER	MB	SB	MMNB	SNB	MNB
3. A LABOR ORGANIZATIONAL LEADER	MB	SB	MMNB	SNB	MNB
4. AN INDIVIDUAL BOARD MEMBER	MB	SB	MMNB	SNB	MNB
5. A NEWSPAPERMAN	MB	SB	MMNB	SNB	MNB
6. A MEMBER OF THE LEGISLATURE	MB	SB	MMNB	SNB	MNB
7. A DEAN, OR DIRECTOR IN THE COLLEGE OR UNIVERSITY	MB	SB	MMNB	SNB	MNB
8. A LOCAL POLITICIAN	MB	SB	MMNB	SNB	MNB
9. A CHURCH LEADER	MB	SB	MMNB	SNB	MNB
10. AN INDIVIDUAL FACULTY MEMBER	MB	SB	MMNB	SNB	MNB
11. A LEADER OF A FRA- TERNAL ORGANIZATION	MB	SB	MMNB	SNB	MNB

12.	A LEADER OF A VETERANS ORGANIZATION	MB	SB	MMNB	SNB	MNB
13.	A LEADER OF THE STUDENT GOVERNMENT	MB	SB	MMNB	SNB	MNB
14.	INDIVIDUALS INFLU- ENTIAL FOR ECONOMIC REASONS	MB	SB	MMNB	SNB	MNB
15.	AN EDUCATION ASSOCIATION LEADER	MB	SB	MMNB	SNB	MNB
16.	THE GOVERNOR	MB	SB	MMNB	SNB	MNB

END OF QUESTIONNAIRE - THANK YOU FOR YOUR COOPERATION

LIST OF PRESIDENTS INTERVIEW QUESTIONS

1. What three personal qualities do you feel are the most important for a college or university president to have?
2. What three performances do you feel are the most important for a college or university president to do?
3. What three participations do you feel are the most important for a college or university president?
4. What three friendships do you feel are the most important for a college or university president to have?
5. If you had to name the one area of conflict which occurs most often between boards and presidents, what would it be?
6. If you had to name the one area on which board members and presidents agree most often, what would it be?

APPENDIX B

COLLEGE OR UNIVERSITY PRESIDENT ROLE EXPECTATION QUESTIONNAIRE

SECTION I - PERSONAL QUALITIES

INFORMATION: IMAGINE THAT YOUR BOARD HAD THE TASK OF HIRING A NEW COLLEGE OR UNIVERSITY PRESIDENT. WHICH OF THE FOLLOWING QUALITIES WOULD YOU LOOK FOR IN THE NEW PERSON?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

RESPONSE KEY:	MUST BE MB	SHOULD BE SB	MAY OR MAY NOT BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
ITEM					
1. 50 - 59 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
2. MARRIED	MB	SB	MMNB	SNB	MNB
3. OUTSPOKEN	MB	SB	MMNB	SNB	MNB
4. CHURCH MEMBER	ME	SB	MMNB	SNB	MNB
5. 60 YEARS OF AGE OR OLDER	MB	SB	MMNB	SNB	MNB
6. A GOOD PUBLIC SPEAKER	MB	SB	MMNB	SNB	MNB
7. IMAGINATIVE	MB	SB	MMNB	SNB	MNB
8. DEMOCRAT	MB	SB	MMNB	SNB	MNB
9. HAVE DOCTOR'S DEGREE	MB	SB	MMNB	SNB	MNB
10. PRACTICAL	MB	SB	MMNB	SNB	MNB
11. UNDER 30 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
12. PERSONALLY AMBITIOUS	MB	SB	MMNB	SNB	MNB

13.	TACTFUL	MB	SB	MMNB	SNB	MNB
14.	MALE	MB	SB	MMNB	SNB	MNB
15.	WHITE	MB	SB	MMNB	SNB	MNB
16.	ABLE TO EXPRESS IDEAS CLEARLY	MB	SB	MMNB	SNB	MNB
17.	EASY-GOING	MB	SB	MMNB	SNB	MNB
18.	SKILLED IN PUBLIC RELATIONS	MB	SB	MMNB	SNB	MNB
19.	PERSON OF VISION	MB	SB	MMNB	SNB	MNB
20.	EXPERIENCED TEACHER	MB	SB	MMNB	SNB	MNB
21.	TEETOTALER	MB	SB	MMNB	SNB	MNB
22.	WIDOWER	MB	SB	MMNB	SNB	MNB
23.	LIBERAL ARTS BACKGROUND	MB	SB	MMNB	SNB	MNB
24.	SMOKER	MB	SB	MMNB	SNB	MNB
25.	WELL INFORMED ON CURRENT EDUCATIONAL PRACTICES	MB	SB	MMNB	SNB	MNB
26.	CONSERVATIVE IN DRESS	MB	SB	MMNB	SNB	MNB
27.	JEWISH	MB	SB	MMNB	SNB	MNB
28.	PERSISTENT	MB	SB	MMNB	SNB	MNB
29.	SINGLE	MB	SB	MMNB	SNB	MNB
30.	SENSE OF VALUES	MB	SB	MMNB	SNB	MNB
31.	PREVIOUS SUCCESS AS AN EDUCATIONAL ADMINISTRATOR	MB	SB	MMNB	SNB	MNB
32.	PERSON OF INTEL- LECTUAL BRILLIANCE	MB	SB	MMNB	SNB	MNB
33.	EDUCATIONALLY "CONSERVATIVE"	MB	SB	MMNB	SNB	MNB
34.	PROTESTANT	MB	SB	MMNB	SNB	MNB
35.	40-49 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
36.	FEMALE	MB	SB(	MMNB	SNB	MNB

37.	DYNAMIC LEADER	MB	SB	MMNB	SNB	MNB
38.	NEGRO	MB	SB	MMNB	SNB	MNB
39.	ATTRACTIVE PERSONAL APPEARANCE	MB	SB	MMNB	SNB	MNB
40.	VIGOROUS	MB	SB	MMNB	SNB	MNB
41.	CATHOLIC	MB	SB	MMNB	SNB	MNB
42.	WORKS WELL WITH PEOPLE	MB	SB	MMNB	SNB	MNB
43.	REPUBLICAN	MB	SB	MMNB	SNB	MNB
44.	PROMOTED FROM THE LOCAL COLLEGE STAFF	MB	SB	MMNB	SNB	MNB
45.	SCHOLARLY	MB	SB	MMNB	SNB	MNB
46.	DEMOCRATIC	MB	SB	MMNB	SNB	MNB
47.	30-39 YEARS OF AGE	MB	SB	MMNB	SNB	MNB
48.	DIVORCED	MB	SB	MMNB	SNB	MNB
49.	PERSON WHO BELIEVES IN AS LITTLE GOVERNMENT AS POSSIBLE	MB	SB	MMNB	SNB	MNB
50.	PERSUASIVE	MB	SB	MMNB	SNB	MNB
51.	EDUCATIONALLY "PROGRESSIVE"	MB	SB	MMNB	SNB	MNB
52.	HAVE MASTER'S DEGREE	MB	SB	MMNB	SNB	MNB
53.	MARRIED WITH CHILDREN	MB	SB	MMNB	SNB	MNB
54.	BUSINESSLIKE IN FINANCIAL AFFAIRS	MB	SB	MMNB	SNB	MNB
55.	PERSON WITH BUILDING CONSTRUCTION EXPERI- ENCE	MB	SB	MMNB	SNB	MNB
56.	AUTHORITARIAN	MB	SB	MMNB	SNB	MNB

END OF SECTION I * CONTINUE ON TO NEXT SECTION

SECTION II - PERFORMANCES

INFORMATION: WHAT OBLIGATIONS DO YOU FEEL A COLLEGE OR UNIVERSITY
PRESIDENT HAS TO DO OR NOT DO THE FOLLOWING THINGS?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE
TO EACH LISTED ITEM.

	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
RESPONSE KEY:	MD	SD	MMND	SND	MND
ITEM					
1. CARRY OUT DECISIONS OF THE BOARD WHICH HE BELIEVES TO BE UNSOUND	MD	SD	MMND	SND	MND
2. INVOLVE FACULTY IN NEW STAFF SELECTION	MD	SD	MMND	SND	MND
3. KEEP HIS OFFICE OPEN TO ALL PERSONS AT ALL TIMES	MD	SD	MMND	SND	MND
4. USE STUDENT COMMITTEES TO STUDY PROBLEM AREAS	MD	SD	MMND	SND	MND
5. MAKE RECOMMENDATIONS FOR THE APPOINTMENT, PROMOTION, OR DISMISSAL OF SUBORDINATES ON THE BASIS OF MERIT ONLY	MD	SD	MMND	SND	MND
6. ENCOURAGE FACULTY MEMBERS TO DISCUSS THEIR PROBLEMS WITH HIM	MD	SD	MMND	SND	MND
7. ACCEPT FULL RESPONSIBILITY FOR THE DECISIONS OF HIS SUB- ORDINATES	MD	SD	MMND	SND	MND
8. COOPERATE WILLINGLY WITH RESEARCHERS WHO ARE ATTEMPTING TO ADVANCE KNOWLEDGE IN HIS FIELD	MD	SD	MMND	SND	MND
9. MAKE CONSCIENTIOUS EFFORT TO INVOLVE FACULTY IN NEW BUILDING PLANNING	MD	SD	MMND	SND	MND

- | | | | | | |
|--|----|----|------|-----|-----|
| 10. WRITE ARTICLES FOR PROFESSIONAL JOURNALS WHICH WILL BE OF BENEFIT TO OTHERS IN THE PROFESSION | MD | SD | MMND | SND | MND |
| 11. REFUSE TO RECOMMEND THE DISMISSAL OF A FACULTY MEMBER THE PUBLIC WANTS DISMISSED IF HE FEELS THE COMPLAINT IS INVALID | MD | SD | MMND | SND | MND |
| 12. "PLAY UP TO" INFLUENTIAL CITIZENS | MD | SD | MMND | SND | MND |
| 13. SECURE OUTSIDE HELP FROM "EXPERTS" WHEN PROBLEM AREAS ARE ENCOUNTERED | MD | SD | MMND | SND | MND |
| 14. TAKE DIRECTIONS FROM INDIVIDUAL BOARD MEMBERS | MD | SD | MMND | SND | MND |
| 15. GIVE CONSIDERATION TO AREA VALUES OF FEELINGS REGARDING RACE, RELIGION, NATIONAL ORIGIN, WHEN FILLING VACANT FACULTY POSITIONS | MD | SD | MMND | SND | MND |
| 16. HAVE ON PAPER A LONG RANGE CAMPUS BUILDING PLAN | MD | SD | MMND | SND | MND |
| 17. SPEAK TO ALL MAJOR CIVIC GROUPS AT LEAST ONCE A YEAR | MD | SD | MMND | SND | MND |
| 18. DEFEND HIS FACULTY FROM ATTACK WHEN THEY TRY TO PRESENT BOTH SIDES OF VARIOUS SOCIAL OR POLITICAL ISSUES | MD | SD | MMND | SND | MND |
| 19. SEEKS ABLE PEOPLE FOR OPEN FACULTY POSITIONS RATHER THAN CONSIDERING ONLY THOSE WHO APPLY | MD | SD | MMND | SND | MND |
| 20. ELIMINATE FROM HIS STAFF ANY POLITICAL LIBERALS WHO MIGHT BE ACCUSED OF BEING "PINKS" OR "RED" | MD | SD | MMND | SND | MND |
| 21. ESTABLISH REGULAR CHANNELS OF COMMUNICATION WITH THE PRESS | MD | SD | MMND | SND | MND |
| 22. HELP HIS FACULTY TO GET HIGHER SALARIES | MD | SD | MMND | SND | MND |
| 23. FIGHT CONTINUOUSLY AGAINST ANY ATTACKS ON EDUCATIONAL PRINCIPLES OR METHODS WHICH HE KNOWS ARE SOUND | MD | SD | MMND | SDN | MND |
| 24. ENCOURAGE THE FORMATION OF LAY | | | | | |

COMMITTEES TO COOPERATE WITH THE BOARD IN STUDYING COLLEGIATE PROBLEMS	MD	SD	MMND	SND	MND
25. COMPILE A LIST OF GENERAL CHARACTERISTICS DESIRED IN FACULTY MEMBERS	MD	SD	MMND	SND	MND
26. OCCASIONALLY COMPROMISE WITH PRESSURE GROUPS	MD	SD	MMND	SND	MND
27. MAKE SINCERE EFFORTS TO ENCOURAGE STUDENT GOVERNMENT	MD	SD	MMND	SND	MND
28. MAKE MAJOR CHANGES WITHOUT CONSULTING THE FACULTY	MD	SD	MMND	SND	MND
29. TAKE A NEUTRAL STAND ON ANY ISSUE ON WHICH THE COLLEGE COMMUNITY IS EVENLY SPLIT	MD	SD	MMND	SND	MND
30. PERSONALLY INSPECT ALL CAMPUS BUILDINGS AT LEAST ONCE A YEAR	MD	SD	MMND	SND	MND
31. HAVE EDUCATIONAL DEVELOPMENT PLAN ON PAPER	MD	SD	MMND	SND	MND
32. AVOID INVOLVEMENT WITH FACTIONAL OR CLIQUE GROUPS ON THE STAFF	MD	SD	MMND	SND	MND
33. WORK ON COMMITTEES SPONSORED BY STATE OR NATIONAL HIGHER EDUCATIONAL GROUPS	MD	SD	MMND	SND	MND
34. IN BUDGET PLANNING THE COST FACTORS ARE GIVEN GREATER CONSIDERATION THAN EDUCATIONAL NEEDS	MD	SD	MMND	SND	MND
35. HELP THE BOARD RESIST FACULTY DEMANDS FOR HIGHER SALARIES	MD	SD	MMND	SND	MND
36. READ MOST OF THE PROFESSIONAL JOURNALS	MD	SD	MMND	SND	MND

END OF SECTION II - CONTINUE ON TO NEXT SECTION

SECTION III - PARTICIPATIONS

INFORMATION: WHICH OF THE FOLLOWING KINDS OF ORGANIZATIONAL MEMBERSHIPS OR ACTIVITIES DO YOU FEEL ARE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

ITEM RESPONSE KEY:	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
	MD	SD	MMND	SND	MND
1. TAKE AN ACTIVE PART IN LOCAL POLITICS	MD	SD	MMND	SND	MND
2. TAKE AN ACTIVE PART IN CHURCH AFFAIRS	MD	SD	MMND	SND	MND
3. TAKE AN ACTIVE PART IN A FRATERNAL ORGANIZATION	MD	SD	MMND	SND	MND
4. HAVE HIS WIFE ACTIVE IN THE COMMUNITY ACTIVITIES	MD	SD	MMND	SND	MND
5. BE A MEMBER OF NATIONAL ORGANIZATIONS IN HIS FIELD	MD	SD	MMND	SND	MND
6. TAKE AN ACTIVE PART IN A VETERANS ASSOCIATION	MD	SD	MMND	SND	MND
7. SERVE ON SEVERAL CIVIC AND WELFARE COMMITTEES SUCH AS THE RED CROSS	MD	SD	MMND	SND	MND
8. HOLD OFFICE IN THE TOWN GOVERNMENT, SUCH AS THE FINANCE COMMITTEE	MD	SD	MMND	SND	MND
9. PARTICIPATE IN THE AFFAIRS OF THE FACULTY ORGANIZATION	MD	SD	MMND	SND	MND

10. TAKE AN ACTIVE PART IN A SOCIAL CLUB	MD	SD	MMND	SND	MND
11. TAKE AN ACTIVE PART IN THE LOCAL OR AREA CHAMBER OF COMMERCE	MD	SD	MMND	SND	MND
12. TAKE AN ACTIVE PART IN STUDENT ACTIVITIES	MD	SD	MMND	SND	MND

END OF SECTION III - CONTINUE ON TO NEXT SECTION

SECTION IV - FRIENDSHIPS

INFORMATION: WITH WHICH OF THE FOLLOWING PERSONS DO YOU FEEL IT WOULD BE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT TO HAVE AN INTIMATE FRIENDSHIP?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

RESPONSE KEY:	MUST BE MB	SHOULD BE SB	MAY OR MAY NOT BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
ITEM					
1. A LEADER OF A SERVICE CLUB	MB	SB	MMNB	SNB	MNB
2. A BUSINESS ORGANIZATIONAL LEADER	MB	SB	MMNB	SNB	MNB
3. A LABOR ORGANIZATIONAL LEADER	MB	SB	MMNB	SNB	MNB
4. AN INDIVIDUAL BOARD MEMBER	MB	SB	MMNB	SNB	MNB
5. A NEWSPAPERMAN	MB	SB	MMNB	SNB	MNB
6. A MEMBER OF THE LEGISLATURE	MB	SB	MMNB	SNB	MNB
7. A DEAN, OR DIRECTOR IN THE COLLEGE OR UNIVERSITY	MB	SB	MMNB	SNB	MNB
8. A LOCAL POLITICIAN	MB	SB	MMNB	SNB	MNB
9. A CHURCH LEADER	MB	SB	MMNB	SNB	MNB
10. AN INDIVIDUAL FACULTY MEMBER	MB	SB	MMNB	SNB	MNB
11. A LEADER OF A FRATERNAL ORGANIZATION	MB	SB	MMNB	SNB	MNB

12.	A LEADER OF A VETERANS ORGANI- ZATION	MB	SB	MMNB	SNB	MNB
13.	A LEADER OF THE STUDENT GOVERNMENT	MB	SB	MMNB	SNB	MNB
14.	INDIVIDUALS INFLUENTIAL FOR ECONOMIC REASONS	MB	SB	MMNB	SNB	MNB
15.	AN EDUCATION ASSOCIA- TION LEADER	MB	SB	MMNB	SNB	MNB
16.	THE GOVERNOR	MB	SB	MMNB	SNB	MNB

END OF QUESTIONNAIRE - THANK YOU FOR YOUR COOPERATION.

APPENDIX C

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APPENDIX D

MORRIS BROWN COLLEGE
ATLANTA, GEORGIA

Dear Mr. Hutchins:

I will be happy to participate in the role expectation study and suggest one of the following dates for my interview. I understand that you will come to my office at 10 A.M. for a morning interview or 3 P.M. for an afternoon interview and that the total time needed for this purpose will not exceed approximately thirty minutes.

My first preference is circled and my second choice is crossed out.

<u>October</u>		<u>Slternate time for date shown</u>			
Monday	A. M.	A. M.	A. M.	A. M.	A. M.
	P. M.	P. M.	P. M.	P. M.	P. M.
Tuesday	A. M.	A. M.	A. M.	A. M.	A. M.
	P. M.	P. M.	P. M.	P. M.	P. M.
Wednesday	A. M.	A. M.	A. M.	A. M.	A. M.
	P. M.	P. M.	P. M.	P. M.	P. M.
Thursday	A. M.	A. M.	A. M.	A. M.	A. M.
	P. M.	P. M.	P. M.	P. M.	P. M.
Friday	A. M.	A. M.	A. M.	A. M.	A. M.
	P. M.	P. M.	P. M.	P. M.	P. M.

My secretary has listed the board members' addresses on the reverse side of this page.

Sincerely yours,

President _____

C O P Y

Albany State College
Albany, Georgia
September 11, 1962

Dear Board Member,

We are studying the expectations which selected board members and presidents have for the office of college or university president. It is hoped the results of this research will disclose possible conflict or problem areas, the understanding of which may contribute to the improvement of preparation programs in higher educational administration.

We have selected your college or university for inclusion in our research sample and sincerely request your participation. You can be assured that the time involved in completing the enclosed questionnaire will not exceed approximately twenty minutes and that all replies will be kept confidential, in keeping with proper research procedure. All participants will receive an abstract of the pertinent findings.

Your completion of the questionnaire is vital to our study results. We therefore earnestly hope you will find it convenient to give to this endeavor the brief amount of time which is needed. Upon completion of the questionnaire, merely place it in the enclosed return envelope. We will look forward to receiving your response and sincerely thank you for your cooperation.

Sincerely yours,

**Henry T. Hutchins, Jr.
Assistant Professor
of Education
Albany State College
Albany, Georgia

** On leave to study for the Doctor's degree at the University of Oklahoma.

C O P Y

MOREHOUSE COLLEGE
Atlanta, Georgia

October 9, 1962

Office of the President

Mr. Henry T. Hutchins, Jr.
W. W. C. 4559
Norman, Oklahoma

Dear Mr. Hutchins:

I am sorry that I cannot give you a definite date as to when I can see you. I am in a campaign trying to raise \$4,000,000 and cannot guarantee a definite date for an interview. If you are in Atlanta at any time, you might telephone my office (MUrray 8-4223) and if I am available, I will be glad to see you for a short while.

As requested in your letter, I am enclosing a copy of the Morehouse Board of Trustees.

Sincerely yours,

Benjamin E. Mays
President

BEM:H

Encl.

C O P Y

ARTHUR J. MOORE
BISHOP (RETIRED)
THE METHODIST CHURCH
1702 Candler Building
Atlanta, Georgia

October 26, 1962

Residence
1391 North Decatur
Road, N. E.

Mr. Henry T. Hutchins, Jr.
Albany State College
Albany, Georgia

My dear Mr. Hutchins:

I have received your letter and questionnaire and would gladly do what you wish but I have been in the hospital for several days and cannot give it my attention for some time to come. I am therefore returning it and hoping you will excuse me.

Sincerely yours,

Arthur J. Moore

C O P Y

SOUTHERN EDUCATION FOUNDATION
Incorporated 1937 From
Peabody - Slater - Jeanes - Randolph Funds

811 Cypress Street, N. E. Atlanta, Georgia

J. Curtis Dixon
Vice-President & Executive Director
Robert L. Cousins
Assistant Director

October 12, 1962

Mr. Henry T. Hutchins, Jr.
W. W. C. 4559
Norman, Oklahoma

Dear Mr. Hutchins:

Upon my return to my office this morning, I find your letter of October 4, 1962.

Enclosed is a thermofaxed copy of the members of the Board of Trustees of Paine College in Augusta.

I am requesting today by telephone the list of the members of the Executive Board of Morris Brown College, and I will send that information to you at the earliest time possible.

It was good to see you on September 26, and to learn that you are making such good progress in your work.

Sincerely yours,

Robert L. Cousins

RLC/bt
Enclosure

Dear President:

We are studying the role expectations which selected board members and presidents have for the office of college or university presidents. It is hoped the results of the research will disclose possible conflict or problem areas, the understanding of which will contribute to the improvement of preparation programs in higher educational administration.

We have selected your college for inclusion in our research sample and sincerely request your participation. You can be assured that the total time you are involved will not exceed approximately one hour and that all replies will be confidential, in keeping with proper research procedure. All participants will receive an abstract of the pertinent findings.

The research design includes the administration by mail of a questionnaire to board members. In addition, we would like to have the opportunity to secure similar information from you in a personal interview on a convenient date in November. To indicate your willingness to participate in this study, please complete and return the enclosed form, which implies two requests:

1. Signify your choice of a date for a personal interview.
2. Have your secretary list the complete names and addresses of your board members.

We will notify you of the exact date of the visit as soon as the interview schedule has been finalized.

We will look forward to receiving your reply and the opportunity to meet with you.

Respectfully yours,

**Henry T. Hutchins, Jr.
Asst. Professor of Education
Albany State College
Albany, Georgia

**On leave to study for the Doctor's degree at the University of Oklahoma.

APPENDIX E

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 1} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

SECTION I

50 - 59 Years of Age

Item #	M or SB	MMNB	Totals
- 1			
IP	6	8	8
EM	20	85	105
TOTALS	20	93	113n

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{8 \times 20}{113} = 1.42$	0	0	0.00
2	8	$\frac{8 \times 93}{113} = 6.58$	1.42	2.02	0.30
3	20	$\frac{105 \times 20}{113} = 18.58$	1.42	2.02	0.10
4	85	$\frac{105 \times 93}{113} = 86.42$	-1.42	2.02	0.00
					<u>0.40</u>

$$\chi^2 = 0.40$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 2} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

SECTION I

Married

Item # 2	M or SB	MMNB	Totals
IP	8	0	8
BM	75	35	110
Totals	83	35	118 n

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	8	$\frac{8 \times 83}{118} = 5.63$	2.37	5.62	.99
2	0	$\frac{8 \times 35}{118} = 2.37$	0.00	0.00	0.00
3	75	$\frac{110 \times 83}{118} = 77.37$	-2.37	5.62	2.37
4.	35	$\frac{110 \times 35}{118} = 32.63$	2.37	5.62	$\frac{.17}{3.53}$

$$\chi^2 = 3.53$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 3} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Outspoken

Item # 3	M or SB	MMNB	Totals
IP	4	4	8
BM	45	55	110
Totals	49	59	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	4	$\frac{8 \times 49}{118} = 3.32$	.68	.46	.13
2	4	$\frac{8 \times 59}{118} = 4.00$	0.00	0.00	0.00
3	45	$\frac{110 \times 49}{118} = 45.68$	-.68	.46	.01
4	55	$\frac{110 \times 59}{118} = 55.00$	0.00	0.00	$\frac{0.00}{0.14}$

$$\chi^2 = 0.14$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 4} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section 1

Church Member

Item # 4	M or SB	MMNB	Totals
IP	8	0	8
BM	100	10	110
Totals	108	10	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 108}{118} = 7.32$	.68	.46	0.06
2	0	$\frac{8 \times 10}{118} = .70$	.00	.00	0.00
3	100	$\frac{110 \times 108}{118} = 100.67$	-.67	.45	0.00
4	10	$\frac{110 \times 10}{118} = 9.32$	.68	.46	$\frac{0.04}{0.10}$

$$\chi^2 = 0.10$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 5 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

60 Years of Age or Older

Item # 5	M or SB	MMNB	Totals
IP	0	1	1
BM	0	35	35
Totals	0	36	36

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{1 \times 0}{36} = 0$	0	0	0
2	1	$\frac{1 \times 36}{36} = 1.00$	0	0	0
3	0	$\frac{35 \times 0}{36} = 0$	0	0	0
4	35	$\frac{35 \times 36}{36} = 35.00$	0	0	$\frac{0}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 6} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

A Good Public Speaker

Item # 6	M or SB	MMNB	Totals
IP	8	0	8
BM	90	20	110
Totals	98	20	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 98}{118} = 6.44$	1.56	2.43	.37
2	0	$\frac{8 \times 20}{118} = 1.36$	.00	.60	.00
3	90	$\frac{110 \times 98}{118} = 91.36$	- 1.36	1.84	.02
4	20	$\frac{110 \times 20}{118} = 18.64$	1.36	1.84	$\frac{.09}{0.48}$

$$\chi^2 = 0.48$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 7} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Imaginative

Item # 7	M or SB	MMNB	Totals
IP	8	0	8
BM	100	0	100
Totals	108	0	108

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 108}{108} = 8.00$	0	0	0
2	0	$\frac{8 \times 0}{108} = 0$	0	0	0
3	100	$\frac{100 \times 108}{108} = 100$	0	0	0
4	0	$\frac{100 \times 0}{108} = 0$	0	0	$\frac{0}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 8} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Democrat

Item # 8	M or SB	MMNB	Totals
IP	0	5	5
BM	0	105	105
Totals	0	110	110

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	0	$\frac{5 \times 0}{110} = 0$	0	0	0
2	5	$\frac{5 \times 110}{110} = 5.00$	0	0	0
3	0	$\frac{105 \times 0}{110} = 0$	0	0	0
4	105	$\frac{105 \times 110}{110} = 105$	0	0	$\frac{0}{110.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 9} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Have Doctor's Degree

Item # 9	M or SB	MMNB	Totals
IP	4	2	6
EM	100	10	110
Totals	104	12	116

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	4	$\frac{6 \times 104}{116} = 5.38$	- 1.38	1.90	.35
2	2	$\frac{6 \times 12}{116} = .62$	1.38	1.90	3.06
3	100	$\frac{110 \times 104}{116} = 98.62$	1.38	1.90	.01
4	11	$\frac{110 \times 12}{116} = 11.37$	-.37	.14	$\frac{.01}{3.43}$

$$\chi^2 = 3.43$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 10 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Practical

Item # 10	M or SB	MMNB	Totals
IP	8	0	8
BM	105	5	118
Totals	113	5	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 113}{118} = 7.66$	.34	.12	.01
2	0	$\frac{8 \times 5}{118} = .34$	.00	.00	.00
3	105	$\frac{110 \times 113}{118} = 105.34$	-.34	.12	.00
4	5	$\frac{110 \times 5}{118} = 4.66$	.34	.12	$\frac{.02}{0.03}$

$$\chi^2 = 0.03$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 11} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Under 30 Years of Age

Item # 11	M or SB	MMNB	Totals
IP	1	1	2
BM	5	35	40
Totals	6	36	42

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	1	$\frac{2 \times 6}{42} = 29$	.71	.50	1.72
2	1	$\frac{2 \times 36}{42} = 1.71$	-.71	.50	.29
3	5	$\frac{40 \times 6}{42} = 5.71$	-.71	.50	.08
4	35	$\frac{40 \times 36}{42} = 34.29$	.71	.50	$\frac{.01}{2.10}$

$$\chi^2 = 2.10$$

Chi- SQUARE COMPUTATIONS

$$\text{Item \# 12} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Personally Ambitious

Item # 12	M or SB	MMNB	Totals
IP	2	2	4
BM	65	30	95
Totals	67	32	99

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	2	$\frac{4 \times 67}{99} = 2.71$	-.71	.50	.18
2	2	$\frac{4 \times 32}{99} = 1.29$	.71	.50	.38
3	65	$\frac{95 \times 67}{99} = 64.29$	.71	.50	.00
4	30	$\frac{95 \times 32}{99} = 30.71$	-.71	.50	.01
					<u>0.57</u>

$$\chi^2 = 0.57$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 13} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Tactful

Item # 13	M or SB	MMNB	Totals
IP	8	0	8
EM	105	5	110
Totals	113	5	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 113}{118} = 7.66$	.36	.12	.01
2	0	$\frac{8 \times 5}{118} = .33$	.00	.00	.00
3	105	$\frac{110 \times 113}{118} = 105.34$	-.34	.12	.00
4	5	$\frac{110 \times 5}{118} = 4.66$	.34	.12	$\frac{.02}{0.03}$

$$\chi^2 = 0.03$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 14} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Male

Item # 14	M or SB	MMNB	Totals
IP	6	2	8
BM	55	55	110
Totals	61	57	118

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	6	$\frac{8 \times 61}{118} = 4.13$	1.87	3.50	.84
2	2	$\frac{8 \times 57}{118} = 3.86$	-1.87	3.46	.89
3	55	$\frac{110 \times 61}{118} = 56.86$	-1.86	3.46	.06
4	55	$\frac{110 \times 57}{118} = 53.13$	1.87	3.50	$\frac{.06}{1.85}$

$$\chi^2 = 1.85$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 15 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

White

Item # 15	M or SB	MMNB	Totals
IP	0	7	7
BM	20	75	95
Totals	20	82	102

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	0	$\frac{7 \times 20}{102} = 1.37$	.00	.00	.00
2	7	$\frac{7 \times 20}{102} = 5.62$	1.38	1.90	0.33
3	20	$\frac{95 \times 20}{102} = 18.62$	1.38	1.90	0.10
4	75	$\frac{95 \times 82}{102} = 76.37$	-1.37	1.87	$\frac{0.02}{0.45}$

$$\chi^2 = 0.45$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 16 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Able to Express Ideas Clearly

Item # 16	M or SB	MMNB	Totals
IP	7	1	8
EM	100	10	110
Totals	107	11	118

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	7	$\frac{8 \times 107}{118} = 7.25$	-.25	.06	0.00
2	1	$\frac{8 \times 11}{118} = 0.74$	.26	.07	0.09
3	100	$\frac{110 \times 107}{118} = 99.74$	.26	.07	0.00
4	10	$\frac{110 \times 11}{118} = 10.25$	-.25	.06	$\frac{0.00}{0.09}$

$$\chi^2 = 0.09$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 17} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Easy-Going

Item # 17	M or SB	MMNB	Totals
IP	0	5	5
BM	15	25	40
Totals	15	30	45

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{5 \times 15}{45} = 1.60$	.00	.00	.00
2	5	$\frac{5 \times 30}{45} = 3.33$	1.67	2.79	1.74
3	15	$\frac{40 \times 15}{45} = 13.33$	1.67	2.79	0.83
4	25	$\frac{40 \times 30}{45} = 26.67$	-1.67	2.79	$\frac{0.10}{2.67}$

$$\chi^2 = 2.67$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 18 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Skilled in Public Relations

Item # 18	M or SB	MMNB	Totals
IP	8	0	8
BM	105	5	110
Totals	113	5	118

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	8	$\frac{8 \times 113}{118} = 7.66$	0.34	0.12	0.01
2	0	$\frac{8 \times 5}{118} = .33$	0.00	0.00	0.00
3	105	$\frac{110 \times 113}{118} = 105.33$	-.33	0.11	0.00
4	5	$\frac{110 \times 5}{118} = 4.66$	0.34	0.12	$\frac{0.02}{0.03}$

$$\chi^2 = 0.03$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 19 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Person of Vision

Item # 19	M or SB	MMNB	Totals
IP	8	0	8
BM	105	5	110

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 113}{118} = 7.66$	0.34	0.12	0.01
2	0	$\frac{8 \times 5}{118} = .33$	0.00	0.00	0.00
3	105	$\frac{110 \times 113}{118} = 105.33$	-.33	0.11	0.00
4	5	$\frac{110 \times 5}{118} = 4.66$	0.34	0.12	$\frac{0.02}{0.03}$

$$\chi^2 = 0.03$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 20} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Experienced Teacher

Item # 20	M or SB	MMNB	Totals
IP	5	3	8
EM	80	30	110
Totals	85	33	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	5	$\frac{8 \times 85}{118} = 5.76$	-.76	0.58	0.10
2	3	$\frac{8 \times 33}{118} = 2.23$	.77	0.59	0.26
3	80	$\frac{110 \times 85}{118} = 79.23$	.77	0.59	0.00
4	30	$\frac{110 \times 33}{118} = 30.76$	-.76	0.58	$\frac{0.01}{0.37}$

$$\chi^2 = 0.37$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 21} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Teetotaler

Item # 21	M or SB	MMNB	Totals
IP	4	4	8
BM	55	50	105
Totals	59	54	113

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	4	$\frac{8 \times 59}{113} = 4.17$	-.17	.03	0.00
2	4	$\frac{8 \times 54}{113} = 3.82$	0.18	.03	0.00
3	55	$\frac{105 \times 59}{113} = 54.82$	0.18	.03	0.00
4	50	$\frac{105 \times 54}{113} = 50.17$	-.17	.03	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 22} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Widower

Item # 22	M or SB	MMNB	Totals
IP	0	8	8
BM	5	95	100
Totals	5	103	108

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{8 \times 5}{108} = .37$	0.00	0.00	0.00
2	8	$\frac{8 \times 103}{108} = 7.62$	0.38	0.14	0.01
3	5	$\frac{100 \times 5}{108} = 4.62$	0.38	0.14	0.03
4	95	$\frac{100 \times 103}{108} = 95.37$	-.37	0.14	$\frac{0.00}{0.04}$

$$\chi^2 = 0.04$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 24 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Smoker

Item # 24	M or SB	MMNB	Totals
IP	0	7	7
BM	0	80	80
Totals	0	87	87

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{7 \times 0}{87} = 0$	0.00	0.00	0.00
2	7	$\frac{7 \times 87}{87} = 7.00$	0.00	0.00	0.00
3	0	$\frac{80 \times 0}{87} = 0$	0.00	0.00	0.00
4	80	$\frac{80 \times 87}{87} = 80.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 23} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Liberal Arts Background

Item # 23	M or SB	MNB	Totals
IP	6	2	8
BM	70	35	105

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	6	$\frac{8 \times 76}{113} = 5.38$	.62	.38	0.07
2	2	$\frac{8 \times 37}{113} = 2.61$	-.61	.37	0.14
3	70	$\frac{105 \times 76}{113} = 70.61$	-.61	.37	0.00
4	35	$\frac{105 \times 37}{113} = 34.38$	.62	.38	$\frac{0.01}{0.22}$

$$\chi^2 = 0.22$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 25 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Well Informed on Current
Educational Practices

Item # 25	M or SB	MMNB	Totals
IP	8	0	8
BM	110	0	110
Totals	118	0	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 118}{118} = 8.00$	0.00	0.00	0.00
2	0	$\frac{8 \times 0}{118} = 0.00$	0.00	0.00	0.00
3	110	$\frac{110 \times 118}{118} = 110.00$	0.00	0.00	0.00
4	0	$\frac{110 \times 0}{118} = 0.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 26 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Conservative in Dress

Item # 26	M or SB	MMNB	Totals
IP	7	1	8
EM	85	25	110
Totals	92	26	118

Cell Number	F _e	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	7	$\frac{8 \times 92}{118} = 6.23$	.77	.59	0.09
2	1	$\frac{8 \times 26}{118} = 1.76$	-.76	.58	0.32
3	85	$\frac{110 \times 92}{118} = 85.76$	-.76	.58	0.00
4	25	$\frac{110 \times 26}{118} = 24.23$	.77	.59	$\frac{0.02}{0.43}$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 27} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Jewish

Item # 27	M or SB	MMNB	Totals
IP	0	4	4
BM	5	70	75
Totals	5	74	79

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{4 \times 5}{79} = .25$	0.00	0.00	0.00
2	4	$\frac{4 \times 74}{79} = 3.74$	0.26	0.07	0.01
3	5	$\frac{75 \times 5}{79} = 4.74$	0.26	0.07	0.01
4	70	$\frac{75 \times 74}{79} = 70.25$	-.25	0.06	$\frac{0.00}{0.02}$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 28 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Persistent

Item # 28	M or SB	MMNB	Totals
IP	6	1	7
BM	100	10	110
Totals	106	11	117

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	6	$\frac{7 \times 107}{117} = 6.40$	-.40	.16	0.02
2	1	$\frac{7 \times 11}{117} = .65$	.35	.12	0.18
3	100	$\frac{110 \times 106}{117} = 99.65$	.35	.12	0.00
4	10	$\frac{110 \times 11}{117} = 10.34$	-.34	.12	$\frac{0.01}{0.21}$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 29 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Single

Item # 29	M or SB	MMNB	Totals
IP	2	5	7
EM	0	60	60
Totals	2	65	67

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	2	$\frac{7 \times 2}{67} = .20$	1.80	3.24	16.20
2	5	$\frac{7 \times 65}{67} = 6.79$	-1.79	3.20	0.47
3	0	$\frac{60 \times 65}{67} = 1.79$	0.00	0.00	0.00
4	60	$\frac{60 \times 65}{67} = 58.20$	1.80	3.24	$\frac{0.05}{16.72}$

$$\chi^2 = 16.72$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 30} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Sense of Values

Item # 30	M or SB	MMNB	Totals
IP	8	0	8
BM	110	0	110
Totals	118	0	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 118}{118} = 8.00$	0.00	0.00	0.00
2	0	$\frac{8 \times 0}{118} = 0.00$	0.00	0.00	0.00
3	110	$\frac{110 \times 118}{118} = 110.0$	0.00	0.00	0.00
4	0	$\frac{110 \times 0}{118} = 0.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 31} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Previous Success as an
Educational Administrator

Item # 31	M or SB	MMNB	Totals
IP	8	0	8
BM	60	50	110
Totals	68	50	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 68}{118} = 4.61$	3.39	11.49	2.49
2	0	$\frac{8 \times 50}{118} = 3.38$	0.00	0.00	0.00
3	60	$\frac{110 \times 68}{118} = 63.38$	-3.38	11.42	0.18
4	50	$\frac{110 \times 50}{118} = 46.61$	3.39	11.49	$\frac{0.24}{2.91}$

$$\chi^2 = 2.91$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 32} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Person of Intellectual
Brilliance

Item # 32	M or SB	MMNB	Totals
IP	4	4	8
BM	100	10	110
Totals	104	14	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	4	$\frac{8 \times 104}{118} = 7.05$	-3.05	9.30	1.31
2	4	$\frac{8 \times 14}{118} = .94$	3.06	9.36	9.95
3	100	$\frac{110 \times 104}{118} = 96.94$	3.06	9.36	0.09
4	10	$\frac{110 \times 14}{118} = 13.05$	-3.05	9.30	$\frac{0.71}{12.06}$

$$\chi^2 = 12.06$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 33} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Educationally "Conservative"

Item # 33	M or SB	MMNB	Totals
IP	0	6	6
BM	50	30	80
Totals	50	36	86

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{6 \times 50}{86} = 3.40$	0.00	0.00	0.00
2	6	$\frac{6 \times 36}{86} = 2.51$	3.49	12.18	4.85
3	50	$\frac{80 \times 50}{86} = 46.51$	3.49	12.18	0.26
4	30	$\frac{80 \times 36}{86} = 33.48$	-3.48	12.11	$\frac{0.36}{5.47}$

$$\chi^2 = 5.58$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 34} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Protestant

Item # 34	M or SB	MMNB	Totals
IP	3	5	8
BM	55	55	110
Totals	58	60	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	3	$\frac{8 \times 58}{118} = 3.93$	-.93	.86	0.21
2	5	$\frac{8 \times 60}{118} = 4.06$	.94	.88	0.21
3	55	$\frac{110 \times 58}{118} = 54.06$	.94	.88	0.01
4	55	$\frac{110 \times 60}{118} = 55.93$	-.93	.86	$\frac{0.01}{0.44}$

$$\chi^2 = 0.44$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 35} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

40 - 49 Years of Age

Item # 35	M or SB	MMNB	Totals
IP	3	5	8
EM	30	80	110
Totals	33	85	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	3	$\frac{8 \times 33}{118} = 2.23$	.77	.59	0.26
2	5	$\frac{8 \times 85}{118} = 5.76$	-.76	.58	0.10
3	30	$\frac{110 \times 33}{118} = 30.76$	-.76	.58	0.01
4	80	$\frac{110 \times 85}{118} = 79.24$	.76	.58	$\frac{0.00}{0.00}$

$$\chi^2 = 0.37$$

CHI-SQUARE COMPUTATIONS

Item # 36 $\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$

Section I

Female

Item # 36	M or SB	MMNB	Totals
IP	0	6	6
BM	0	65	65
Totals	0	71	71

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{6 \times 0}{71} = 0$	0.00	0.00	0.00
2	6	$\frac{6 \times 71}{71} = 6$	0.00	0.00	0.00
3	0	$\frac{65 \times 0}{71} = 0$	0.00	0.00	0.00
4	65	$\frac{65 \times 71}{71} = 65$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 37 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Dynamic Leader

Item # 37	M or SB	MMNB	Totals
IP	5	3	8
BM	95	15	110
Totals	100	18	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	5	$\frac{8 \times 100}{118} = 6.77$	-1.77	3.13	.46
2	3	$\frac{8 \times 18}{118} = 1.22$	1.78	3.17	2.59
3	95	$\frac{110 \times 100}{118} = 93.22$	1.78	3.17	.03
4	15	$\frac{110 \times 18}{118} = 16.77$	-1.77	3.13	$\frac{.18}{3.26}$

$$\chi^2 = 3.26$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 38} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Negro

Item # 38	M or SB	MMNB	Totals
IP	1	7	8
BM	10	80	90
Totals	11	87	98

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	1	$\frac{8 \times 11}{98} = .89$	.11	.01	0.01
2	7	$\frac{8 \times 87}{98} = 7.10$	-.10	.01	0.00
3	10	$\frac{90 \times 11}{98} = 10.10$	-.10	.01	0.00
4	80	$\frac{90 \times 87}{98} = 79.89$	.11	.01	$\frac{0.00}{0.01}$

$$\chi^2 = 0.01$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 39} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Attractive Personal
Appearance

Item # 39	M or SB	MMNB	Totals
IP	5	3	8
BM	95	15	110
Totals	100	18	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	5	$\frac{8 \times 100}{118} = 6.77$	-1.77	3.13	0.46
2	3	$\frac{8 \times 18}{118} = 1.22$	1.78	3.17	2.59
3	95	$\frac{110 \times 100}{118} = 93.22$	1.78	3.17	0.03
4	15	$\frac{110 \times 18}{118} = 16.77$	-1.77	3.13	$\frac{0.18}{3.26}$

$$\chi^2 = 3.26$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 40} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Vigorous

Item # 40	M or SB	MMNB	Totals
IP	7	1	8
BM	110	0	110
Totals	117	1	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	7	$\frac{8 \times 117}{118} = 7.93$	-.93	.86	0.10
2	1	$\frac{8 \times 1}{118} = .06$	.94	.88	14.66
3	110	$\frac{110 \times 117}{118} = 109.06$	.94	.88	0.00
4	0	$\frac{110 \times 1}{118} = .93$	0.00	0.00	$\frac{0.00}{14.76}$

$$\chi^2 = 14.76$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 41 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Sections I

Catholic

Item # 41	M or SB	MMNB	Totals
IP	0	6	6
EM	0	45	45
Totals	0	51	51

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{6 \times 0}{51} = 0$	0.00	0.00	0.00
2	6	$\frac{6 \times 51}{51} = 6.00$	0.00	0.00	0.00
3	0	$\frac{45 \times 51}{51} = 0.00$	0.00	0.00	0.00
4	45	$\frac{45 \times 51}{51} = 45.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \#42} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Works Well With People

Item # 42	M or SB	MMNB	Totals
IP	7	1	8
BM	110	0	110
Totals	117	1	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	7	$\frac{8 \times 117}{118} = 7.93$	-0.93	.86	0.10
2	1	$\frac{8 \times 1}{118} = .06$	0.94	.88	14.66
3	110	$\frac{110 \times 117}{118} = 109.06$	0.94	.88	0.00
4	0	$\frac{110 \times 1}{118} = .93$	0.00	.00	$\frac{0.00}{14.76}$

$$\chi^2 = 14.76$$

PLEASE NOTE:

Page 163 seems to be lacking in numbering
only. Filmed as received.

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CHI-SQUARE COMPUTATIONS

$$\text{Item \# 43} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Republican

Item # 43	M or SB	MMNB	Totals
IP	0	8	8
BM	0	110	110
Totals	0	118	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{8 \times 0}{118} = 0.00$	0.00	0.00	0.00
2	8	$\frac{8 \times 118}{118} = 8.00$	0.00	0.00	0.00
3	0	$\frac{110 \times 0}{118} = 0.00$	0.00	0.00	0.00
4	110	$\frac{110 \times 118}{118} = 110.00$	0.00	0.00	$\frac{0.00}{-0.00} =$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 44 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Promoted from the Local
College Staff

Item # 44	M or SB	MMNB	Totals
IP	0	8	8
BM	0	100	100
Totals	0	108	108

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{8 \times 0}{108} = 0.00$	0.00	0.00	0.00
2	8	$\frac{8 \times 108}{108} = 8.00$	0.00	0.00	0.00
3	0	$\frac{100 \times 0}{108} = 0.00$	0.00	0.00	0.00
4	100	$\frac{100 \times 108}{108} = 100.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 45 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Scholarly

Item # 45	M or SB	MMNB	Totals
IP	8	0	8
BM	110	0	110
Totals	118	0	118

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	8	$\frac{8 \times 118}{118} = 8.00$	0.00	0.00	0.00
2	0	$\frac{8 \times 0}{118} = 0.00$	0.00	0.00	0.00
3	110	$\frac{110 \times 118}{118} = 110.00$	0.00	0.00	0.00
4	0	$\frac{110 \times 0}{118} = 0.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 46 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Democratic

Item # 46	M or SB	MMNB	Totals
IP	5	3	8
BM	60	50	110
Totals	65	53	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	5	$\frac{8 \times 65}{118} = 4.40$	.60	.36	.08
2	3	$\frac{8 \times 53}{118} = 3.59$	-.59	.35	.09
3	60	$\frac{110 \times 65}{118} = 60.59$	-.59	.35	.00
4	50	$\frac{110 \times 53}{118} = 49.40$	.60	.36	$\frac{.00}{0.17}$

$$\chi^2 = 0.17$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 47} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

30 - 39 Years of Age

Item # 47	M or SB	MMNB	Totals
IP	2	6	8
EM	5	80	85
Totals	7	86	93

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	2	$\frac{8 \times 7}{93} = .60$	1.40	1.96	3.26
2	6	$\frac{8 \times 86}{93} = 7.39$	-1.39	1.93	0.26
3	5	$\frac{85 \times 7}{93} = 6.39$	-1.39	1.93	0.30
4	80	$\frac{85 \times 86}{93} = 78.60$	1.40	1.96	$\frac{0.02}{3.84}$

$$\chi^2 = 3.84$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 48 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Divorced

Item # 48	M or SB	MMNB	Totals
IP	0	5	5
BM	0	40	40
Totals	0	45	45

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{5 \times 0}{45} = 0.00$	0.00	0.00	0.00
2	5	$\frac{5 \times 45}{45} = 5.00$	0.00	0.00	0.00
3	0	$\frac{40 \times 0}{45} = 0.00$	0.00	0.00	0.00
4	40	$\frac{40 \times 45}{45} = 40.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 49 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Person Who Believes in as
Little Government as Possible

Item # 49	M or SB	MMNB	Totals
IP	0	3	3
BM	15	50	65
Totals	15	53	68

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{3 \times 15}{68} = .66$	0.00	0.00	0.00
2	3	$\frac{3 \times 53}{68} = 2.33$	0.67	0.45	0.19
3	15	$\frac{65 \times 15}{68} = 14.33$	0.67	0.45	0.03
4	50	$\frac{65 \times 53}{68} = 50.66$	-0.66	0.44	$\frac{0.00}{0.22}$

$$\chi^2 = 0.22$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 50 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Persuasive

Item # 50	M or SB	MMNB	Totals
IP	8	0	8
BM	110	0	110
Totals	118	0	118

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 118}{118} = 8.00$	0.00	0.00	0.00
2	0	$\frac{8 \times 0}{118} = 0.00$	0.00	0.00	0.00
3	110	$\frac{110 \times 118}{118} = 110.00$	0.00	0.00	0.00
4	0	$\frac{110 \times 0}{118} = 0.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 51 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Educationally "Progressive"

Item # 51	M or SB	MMNB	Totals
IP	6	2	8
BM	80	25	105
Totals	86	27	113

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	6	$\frac{8 \times 86}{113} = 6.08$	-.08	.01	0.00
2	2	$\frac{8 \times 27}{113} = 1.91$	.09	.01	0.00
3	80	$\frac{105 \times 86}{113} = 79.91$	.09	.01	0.00
4	25	$\frac{105 \times 27}{113} = 25.08$	-.08	.01	0.00

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 52 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Have Master's Degree

Item # 52	M or SB	MMNB	Totals
IP	3	4	7
BM	105	5	110
Totals	108	9	117

Cell Number	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
1	3	$\frac{7 \times 108}{117} = 6.46$	-3.46	11.97	1.85
2	4	$\frac{7 \times 9}{117} = .53$	3.47	12.04	22.71
3	105	$\frac{110 \times 108}{117} = 101.53$	3.47	12.04	0.11
4	5	$\frac{110 \times 9}{117} = 8.46$	-3.46	11.97	$\frac{1.41}{26.08}$

$$\chi^2 = 26.08$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 53} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Married with Children

Item # 53	M or SB	MMNB	Totals
IP	0	8	8
BM	30	80	110
Totals	30	88	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{8 \times 30}{118} = 2.03$	0.00	0.00	0.00
2	8	$\frac{8 \times 88}{118} = 5.96$	2.04	4.16	0.69
3	30	$\frac{110 \times 30}{118} = 27.96$	2.04	4.16	0.14
4	80	$\frac{110 \times 88}{118} = 82.03$	-2.03	4.12	$\frac{0.05}{0.88}$

$$\chi^2 = 0.88$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 54} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

	Item # 54	M or SB	MMNB	Totals
Businesslike in Financial Affairs	IP	8	0	8
	BM	110	0	110
	Totals	118	0	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	8	$\frac{8 \times 118}{118} = 8.00$	0.00	0.00	0.00
2	0	$\frac{8 \times 0}{118} = 0.00$	0.00	0.00	0.00
3	110	$\frac{110 \times 118}{118} = 110.00$	0.00	0.00	0.00
4	0	$\frac{110 \times 0}{118} = 0.00$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 55} \quad \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Person With Building
Construction Experience

Item # 55	M or SB	MMNB	Totals
IP	2	6	8
BM	25	85	110
Totals	27	91	118

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	2	$\frac{8 \times 27}{118} = 1.83$	.17	.03	0.01
2	6	$\frac{8 \times 91}{118} = 6.16$	-.16	.03	0.00
3	25	$\frac{110 \times 27}{118} = 25.16$	-.16	.03	0.00
4	85	$\frac{110 \times 91}{118} = 84.83$	.17	.03	$\frac{0.00}{0.01}$

$$\chi^2 = 0.01$$

CHI-SQUARE COMPUTATIONS

$$\text{Item \# 56 } \chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section I

Authoritarian

Item # 56	M or SB	MMNB	Totals
IP	0	0	0
BM	20	40	60
Totals	20	40	60

Cell Number	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
1	0	$\frac{0 \times 20}{60} = 0$	0.00	0.00	0.00
2	0	$\frac{0 \times 40}{60} = 0$	0.00	0.00	0.00
3	20	$\frac{60 \times 20}{60} = 20$	0.00	0.00	0.00
4	40	$\frac{60 \times 40}{60} = 40$	0.00	0.00	$\frac{0.00}{0.00}$

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section II

Item # 1

Carry Out Decisions of the
Board Which He Believes to
Be Unsound

Item # 1	M or SB	MMNB	Totals
IP	8	0	8
BM	50	35	85
Totals	58	35	93

$$\chi^2 = 2.28$$

Item # 2

Involve Faculty in New
Staff Selection

IP	6	2	8
BM	50	50	100
Totals	56	52	108

$$\chi^2 = 1.84$$

Item # 3

Keep His Office Open to All
Persons at All Times

IP	4	0	4
BM	45	40	85
Totals	49	40	89

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 4

Use Student Committees to
Study Problem Areas

Item # 4	M or SB	MMNB	Totals
IP	6	2	8
BM	70	40	110
Totals	76	42	118

$$\chi^2 = 0.40$$

Item # 5

Make Recommendations for the
Appointment, Promotion, or
Dismissal of Subordinates on
the Basis of Merit Alone.

IP	8	0	8
BM	80	25	105
Totals	88	25	113

$$\chi^2 = 0.66$$

Item # 6

Encourage Faculty Members to
Discuss Their Problems
With Him.

IP	5	3	8
BM	105	5	110
Totals	110	8	118

$$\chi^2 = 12.85$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 7

Accept Full Responsibility
for the Decisions of His
Subordinates.

Item # 7	M or SB	MMNB	Totals
IP	5	3	8
BM	70	30	100
Totals	75	33	108

$$\chi^2 = 0.17$$

Item # 8

Cooperate Willingly with
Researchers Who Are
Attempting to Advance
Knowledge in his Field

IP	6	2	8
BM	105	5	110
Totals	111	7	118

$$\chi^2 = 5.64$$

Item # 9

Make Conscientious Effort to
Involve Faculty in New
Building Planning

IP	8	0	8
BM	90	15	105
Totals	98	15	113

$$\chi^2 = 0.25$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 10

Write Articles for Professional
Journals Which Will be of
Benefit to Others in the
Profession.

Item # 10	M or SB	MMNB	Totals
IP	6	2	8
BM	70	40	110
Totals	76	42	118

$$\chi^2 = 0.40$$

Item # 11

Refuse to Recommend the
Dismissal of a Faculty
Member the Public Wants
Dismissed if He feels
The Complaint is Invalid

IP	8	0	8
BM	80	20	100
Totals	88	20	108

$$\chi^2 = 0.47$$

Item # 12

"Play upTo" Influential
Citizens

IP	0	2	2
BM	20	20	40
Totals	20	22	42

$$\chi^2 = 0.96$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 13

Secure Outside Help From
"Experts" When Problem
Areas are Encountered

Item # 13	M or SB	MMNB	Totals
IP	5	3	8
EM	85	25	110
Totals	90	28	118

$$\chi^2 = 0.89$$

Item # 14

Take Directions from
Individual Board Members

IP	0	0	0
EM	40	70	110
Totals	40	70	110

$$\chi^2 = 0.00$$

Item # 15

Give Consideration to Area
Values of Feelings Regarding
Race, Religion, National Origin,
When Filling Vacant Faculty
Positions.

IP	2	5	7
EM	55	25	80
Totals	57	30	87

$$\chi^2 = 4.59$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(\bar{F}_o - F_e)^2}{F_e}$$

Item # 16

Have on Paper a Long Range
Campus Building Plan

Item # 16	M or SB	MMNB	Totals
IP	8	0	8
BM	105	5	110
Totals	113	5	118

$$\chi^2 = 0.03$$

Item # 17

Speak to All Major Civic
Groups at Least Once a Year

IP	0	8	8
BM	25	80	105
Totals	25	88	113

$$\chi^2 = 0.66$$

Item # 18

Defend His Faculty From
Attack When They Try to
Present Both Sides of Various
Social or Political Issues.

IP	8	0	8
BM	95	10	105
Totals	103	10	113

$$\chi^2 = 0.11$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 19

Seeks Able People for Open
Faculty Positions Rather than
Considering Only Those Who
Apply

Item # 19	M or SB	MMNB	Totals
IP	8	0	8
EM	110	0	110
Totals	118	0	118

$$\chi^2 = 0.00$$

Item # 20

Eliminate From his Staff any
Political Liberals Who might
be Accused of Being "Pinks"
or "Red"

IP	0	3	3
EM	30	30	60
Totals	30	33	63

$$\chi^2 = 1.42$$

Item # 21

Establish Regular Channels
of Communication with The
Press

IP	8	0	8
EM	100	10	110
Totals	108	10	118

$$\chi^2 = 0.10$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 22

Help His Faculty to Get
Higher Salaries

Item # 22	M or SB	MMNB	Totals
IP	8	0	8
BM	95	15	118
Totals	103	15	118

$$\chi^2 = 0.22$$

Item # 23

Fight Continuously Against Any
Attacks on Educational Principles
or Methods which He Knows are
Sound

IP	8	0	8
BM	95	10	105
Totals	103	10	113

$$\chi^2 = 0.11$$

Item # 24

Encourage the Formation of
Lay Committees to Cooperate
With The Board in Studying
Collegiate Problems

IP	6	2	8
BM	80	30	110
Totals	86	32	118

$$\chi^2 = 0.01$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 25

Compile a List of General
Characteristics Desired in
Faculty Members

Item # 25	M or SB	MMNB	Totals
IP	6	2	8
BM	85	25	110
Totals	91	27	118

$$\chi^2 = 0.01$$

Item # 26

Occasionally Compromise with
Pressure Groups

IP	3	2	5
BM	5	50	55
Totals	8	52	60

$$\chi^2 = 10.40$$

Item # 27

Make Sincere Efforts to
Encourage Student Government

IP	8	0	8
BM	100	10	110

$$\chi^2 = 0.10$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 29

Take a Neutral Stand on Any Issue
on Which the College Community is
Evenly Split

Item # 29	M or SB	MMNB	Totals
IP	2	4	6
BM	0	55	55
Totals	2	59	61

$$\chi^2 = 17.87$$

Item # 30

Have Educational Development
Plan on Paper

IP	6	2	8
BM	105	5	110
Totals	111	7	118

$$\chi^2 = 5.64$$

Item # 31

Personally Inspect all Campus
Buildings at Least Once a Year

IP	6	2	8
BM	95	15	110
Totals	101	17	118

$$\chi^2 = 0.76$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 32

Avoid Involvement With
Factional or Clique Groups
on the Staff

Item # 32	M or SB	MMNB	Totals
IP	8	0	8
BM	95	15	110
Totals	103	15	118

$$\chi^2 = 0.22$$

Item # 33

Work on Committees Sponsored by
State or National Higher
Educational Groups

IP	8	0	8
BM	85	25	110
Totals	93	25	118

$$\chi^2 = 0.60$$

Item # 34

In Budget Planning the Cost
Factors are given Greater
Consideration than Educational
Needs

IP	0	0	0
BM	0	30	30
Totals	0	30	30

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 35

Help the Board Resist Faculty
Demands for Higher Salaries

Item # 35	M or SB	MMNB	Totals
IP	0	0	0
BM	5	40	45

$$\chi^2 = 0.00$$

Item # 36

Read Most of the Professional
Journals

IP	6	2	8
BM	85	20	105
Totals	91	22	113

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Section III

Item # 1

Take an Active Part in
Local Politics

Item # 1	M or SB	MMNB	Totals
IP	2	5	7
BM	20	55	75
Totals	22	60	82

$$\chi^2 = 0.01$$

Item # 2

Take an Active Part in Church
Affairs

IP	8	0	8
BM	100	10	110
Totals	108	10	118

$$\chi^2 = 0.10$$

Item # 3

Take an Active Part in a
Fraternal Organization

IP	2	6	8
BM	25	86	105
Totals	27	86	113

$$\chi^2 = 0.00$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 4

Have His Wife Active in
the Community Activities

Item # 4	M or SB	MMNB	Totals
IP	6	2	8
EM	30	80	110
Totals	36	82	118

$$\chi^2 = 7.99$$

Item # 5

Be a Member of National
Organizations in His
Field

IP	6	2	8
EM	105	5	110
Totals	111	7	118

$$\chi^2 = 5.64$$

Item # 6

Take an Active Part in a
Veterans Organization

IP	3	5	8
EM	5	100	105
Totals	8	105	113

$$\chi^2 = 12.26$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 7

Serve on Several Civic and
Welfare Committees such as
the Red Cross

Item # 7	M or SB	MMNB	Totals
IP	5	3	8
BM	45	60	105
Totals	50	63	113

$$\chi^2 = 1.15$$

Item # 8

Hold Office in the Town
Government, Such as the
Finance Committee

IP	0	6	6
BM	10	60	70
Totals	10	66	76

$$\chi^2 = 0.18$$

Item # 9

Participate in the Affairs
of the Faculty Organization

IP	6	0	6
BM	60	40	100
Totals	66	40	106

$$\chi^2 = 1.59$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 10

Take an Active Part in
a Social Club

Item # 10	M or SB	MMNB	Totals
IP	3	5	8
BM	15	95	110
Totals	18	100	118

$$\chi^2 = 3.26$$

Item # 11

Take an Active Part in the
Local or Area Chamber of
Commerce

IP	4	4	8
BM	40	65	105
Totals	44	69	113

$$\chi^2 = 0.42$$

Item # 12

Take an Active Part in
Student Activities

IP	5	3	8
BM	65	20	85
Totals	70	23	93

$$\chi^2 = 0.75$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(FO - Fe)^2}{Fe}$$

Section IV

Item # 1

A Leader of a Service Club

Item # 1	M or SB	MMNB	Totals
IP	4	4	8
BM	35	60	95
Totals	39	64	103

$$\chi^2 = 0.52$$

Item # 2

A Business Organizational
Leader

IP	4	4	8
BM	30	60	90
Totals	34	64	98

$$\chi^2 = 0.88$$

Item # 3

A Labor Organizational
Leader

IP	2	6	8
BM	5	65	70
Totals	7	71	78

$$\chi^2 = 2.83$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_0 - F_e)^2}{F_e}$$

Item # 4

An Individual Board Member

Item # 4	M or SB	MMNB	Totals
IP	0	5	5
BM	25	80	105
Totals	25	85	110

$$\chi^2 = 0.39$$

Item # 5

A Newspaperman

IP	4	3	7
BM	20	75	95
Totals	24	78	102

$$\chi^2 = 4.73$$

Item # 6

A Member of the Legislature

IP	4	3	7
BM	25	70	95
Totals	29	73	102

$$\chi^2 = 3.02$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 7

A Dean, or Director in the
College or University

Item # 7	M or SB	MMNB	Totals
IP	5	2	7
EM	30	75	105
Totals	35	77	112

$$\chi^2 = 5.63$$

Item # 8

A Local Politician

IP	3	4	7
EM	10	65	75
Totals	13	69	82

$$\chi^2 = 4.23$$

Item # 9

A Church Leader

IP	6	2	8
EM	45	65	110
Totals	51	67	118

$$\chi^2 = 3.53$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 10

An Individual Faculty Member

Item # 10	M or SB	MMNE	Totals
IP	0	8	8
BM	15	85	100
Totals	15	93	108

$$\chi^2 = 0.28$$

Item # 11

A Leader of a Fraternal
Organization

IP	2	6	8
BM	5	95	100
Totals	7	101	108

$$\chi^2 = 4.99$$

Item # 12

A Leader of a Veterans
Organization

IP	3	5	8
BM	5	90	95
Totals	8	95	103

$$\chi^2 = 10.70$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Item # 13

A Leader of the Student
Government

Item # 13	M or SB	MMNB	Totals
IP	2	5	7
BM	20	60	80
Totals	22	65	87

$$\chi^2 = 0.02$$

Item # 14

Individuals influential for
Economic Reasons

IP	0	8	8
BM	20	80	100
Totals	20	88	108

$$\chi^2 = 0.47$$

Item # 15

An Education Association
Leader

IP	3	5	8
BM	35	75	110
Totals	38	80	118

$$\chi^2 = 0.10$$

CHI-SQUARE COMPUTATIONS

$$\chi^2 = \sum \frac{(FO - Fe)^2}{Fe}$$

Item # 16

The Governor

Item # 16 M or SB MMNB Totals			
IP	4	3	7
BM	15	70	85
Totals	19	73	92

$$\chi^2 = 6.17$$

APPENDIX F

PRESIDENTS SCORE FORM

COLLEGE OR UNIVERSITY PRESIDENT ROLE EXPECTATION QUESTIONNAIRE

SECTION I - PERSONAL QUALITIES

INFORMATION: IMAGINE THAT YOU HAVE ACCEPTED ANOTHER POSITION. YOUR BOARD ASKS YOU TO RECOMMEND SOMEONE FOR CONSIDERATION AS YOUR SUCCESSOR. WHAT KIND OF PERSON WOULD YOU RECOMMEND?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

Total number of Incumbent Presidents' responses for each item.

	MUST BE MB	SHOULD BE SB	MAY OR MAY NOT BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
RESPONSE KEY:					
ITEM					
1. 50-59 YEARS OF AGE	0	7		1	
2. MARRIED	8	0	0		
3. OUTSPOKEN	4	4			
4. CHURCH MEMBER	8	0			
5. 60 YEARS OF AGE OR OLDER	0	1			
6. A GOOD PUBLIC SPEAKER	8	0			
7. IMAGINATIVE	6	0			
8. DEMOCRAT	0	5		3	
9. HAVE DOCTOR'S DEGREE	4	2		2	
10. PRACTICAL	6	0			
11. UNDER 30 YEARS OF AGE	1	1		6	
12. PERSONALLY AMBITIOUS	2	2		4	

13. TACTFUL	8	0		
14. MALE	6	2		
15. WHITE	0	7	1	
16. ABLE TO EXPRESS IDEAS CLEARLY	7	1		
17. EASY-GOING	0	5	3	
18. SKILLED IN PUBLIC RELATIONS	8	0		
19. PERSON OF VISION	8	0		
20. EXPERIENCED TEACHER	5	3		
21. TEETOTALER	4	4		
22. WIDOWER	0	8		
23. LIBERAL ARTS BACKGROUND	6	2		
24. SMOKER	0	7	1	
25. WELL INFORMED ON CURRENT EDUCATIONAL PRACTICES	8	0		
26. CONSERVATIVE IN DRESS	7	1		
27. JEWISH	0	4	1	3
28. PERSISTENT	6	1	1	
29. SINGLE	2	5	1	
30. SENSE OF VALUES	8	0		
31. PREVIOUS SUCCESS AS AN EDUCATIONAL ADMINISTRATOR	8	0		
32. PERSON OF INTELLECTUAL BRILLIANCE	4	4		
33. EDUCATIONALLY "CONSERVATIVE"	0	6	2	
34. PROTESTANT	3	5		

35. 40-49 YEARS OF AGE	3	5	
36. FEMALE	0	6	2
37. DYNAMIC LEADER	5	3	
38. NEGRO	1	7	
39. ATTRACTIVE PERSONAL APPEARANCE	5	3	
40. VIGOROUS	7	1	
41. CATHOLIC	0	6	2
42. WORKS WELL WITH PEOPLE	7	1	
43. REPUBLICAN	0	8	
44. PROMOTED FROM THE LOCAL COLLEGE STAFF	0	8	
45. SCHOLARLY	8	0	
46. DEMOCRATIC	5	3	
47. 30-39 YEARS OF AGE	2	6	
48. DIVORCED	0	5	3
49. PERSON WHO BELIEVES IN AS LITTLE GOVERNMENT AS POSSIBLE	0	3	5
50. PERSUASIVE	8	0	
51. EDUCATIONALLY "PROGRESSIVE"	6	2	
52. HAVE MASTER'S DEGREE	3	4	1
53. MARRIED WITH CHILDREN	0	8	
54. BUSINESSLIKE IN FINANCIAL AFFAIRS	8	0	
55. PERSON WITH BUILDING CONSTRUCTION EXPERIENCE	2	6	

56. AUTHORITARIAN

0

0

8

END OF SECTION I - CONTINUE ON TO NEXT SECTION

SECTION II - PERFORMANCES

INFORMATION: WHAT OBLIGATIONS DO YOU FEEL A COLLEGE OR UNIVERSITY PRESIDENT HAS TO DO OR NOT DO THE FOLLOWING THINGS?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
RESPONSE KEY:	MD	SD	MMND	SND	MND
<hr/>					
ITEM					
1. CARRY OUT DECISIONS OF THE BOARD WHICH HE BELIEVES TO BE UNSOUND	8	0			
2. INVOLVE FACULTY IN NEW STAFF SELECTION	6	2			
3. KEEP HIS OFFICE OPEN TO ALL PERSONS AT ALL TIMES	4			4	
4. USE STUDENT COMMITTEES TO STUDY PROBLEM AREAS	6	2			
5. MAKE RECOMMENDATIONS FOR THE APPOINTMENT, PROMOTION, OR DISMISSAL OF SUBORDINATES ON THE BASIS OF MERIT ONLY	8	0			
6. ENCOURAGE FACULTY MEMEERS TO DISCUSS THEIR PROBLEMS WITH HIM	5	3			
7. ACCEPT FULL RESPONSIBILITY FOR THE DECISIONS OF HIS SUBORDINATES	5	3			
8. COOPERATE WILLINGLY WITH RESEARCHERS WHO ARE ATTEMPTING TO ADVANCE KNOWLEDGE IN HIS FIELD	6	2			
9. MAKE CONSCIENTIOUS EFFORT TO INVOLVE FACULTY IN NEW BUILDING PLANNING	8	0			

10. WRITE ARTICLES FOR PROFESSIONAL JOURNALS WHICH WILL BE OF BENEFIT TO OTHERS IN THE PROFESSION	6	2	
11. REFUSE TO RECOMMEND THE DISMISSAL OF A FACULTY MEMBER THE PUBLIC WANTS DISMISSED IF HE FEELS THE COMPLAINT IS INVALID	8	0	
12. "PLAY UP TO" INFLUENTIAL CITIZENS	0	2	6
13. SECURE OUTSIDE HELP FROM "EXPERTS" WHEN PROBLEM AREAS ARE ENCOUNTERED	5	3	
14. TAKE DIRECTIONS FROM INDIVIDUAL BOARD MEMBERS	0	0	8
15. GIVE CONSIDERATION TO AREA VALUES OF FEELINGS REGARDING RACE, RELIGION, NATIONAL ORIGIN, WHEN FILLING VACANT FACULTY POSITIONS	2	5	1
16. HAVE ON PAPER A LONG RANGE CAMPUS BUILDING PLAN	8	0	
17. SPEAK TO ALL MAJOR CIVIC GROUPS AT LEAST ONCE A YEAR	0	8	
18. DEFEND HIS FACULTY FROM ATTACK WHEN THEY TRY TO PRESENT BOTH SIDES OF VARIOUS SOCIAL OR POLITICAL ISSUES	8	0	
19. SEEKS ABLE PEOPLE FOR OPEN FACULTY POSITIONS RATHER THAN CONSIDERING ONLY THOSE WHO APPLY	8	0	
20. ELIMINATE FROM HIS STAFF ANY POLITICAL LIBERALS WHO MIGHT BE ACCUSED OF BEING "PINKS" OR "RED"	0	3	5
21. ESTABLISH REGULAR CHANNELS OF COMMUNICATION WITH THE PRESS	8	0	

22.	HELP HIS FACULTY TO GET HIGHER SALARIES	8	0	
23.	FIGHT CONTINUOUSLY AGAINST ANY ATTACKS ON EDUCATIONAL PRINCIPLES OR METHODS WHICH HE KNOWS ARE SOUND	6	2	
24.	ENCOURAGE THE FORMATION OF LAY COMMITTEES TO COOPERATE WITH THE BOARD IN STUDYING COLLEGIATE PROBLEMS	6	2	
25.	COMPILE A LIST OF GENERAL CHARACTERISTICS DESIRED IN FACULTY MEMBERS	6	2	
26.	OCCASIONALLY COMPROMISE WITH PRESSURE GROUPS	3	2	3
27.	MAKE SINCERE EFFORTS TO ENCOURAGE STUDENT GOVERN- MENT	8	0	
28.	MAKE MAJOR CHANGES WITHOUT CONSULTING THE FACULTY	0	0	8
29.	TAKE A NEUTRAL STAND ON ANY ISSUE ON WHICH THE COLLEGE COMMUNITY IS EVENLY SPLIT	2	4	2
30.	HAVE EDUCATIONAL DEVELOPMENT PLAN ON PAPER	6	2	
31.	PERSONALLY INSPECT ALL CAMPUS BUILDINGS AT LEAST ONCE A YEAR	6	2	
32.	AVOID INVOLVEMENT WITH FACTIONAL OR CLIQUE GROUPS ON THE STAFF	8	0	
33.	WORK ON COMMITTEES SPONSORED BY STATE OR NATIONAL EDUCATIONAL GROUPS	8	0	
34.	IN BUDGET PLANNING THE COST FACTORS ARE GIVEN GREATER CONSIDERATION THAN EDUCATIONAL NEEDS	0	0	8

- | | | | | |
|-----|---|---|---|---|
| 35. | HELP THE BOARD RESIST
FACULTY DEMANDS FOR
HIGHER SALARIES | 0 | 0 | 8 |
| 36. | READ MOST OF THE PROFESSIONAL
JOURNALS | 6 | 2 | |

END OF SECTION II - CONTINUE ON TO NEXT SECTION

SECTION III - PARTICIPATIONS

INFORMATION: WHICH OF THE FOLLOWING KINDS OF ORGANIZATIONAL MEMBERSHIPS OR ACTIVITIES DO YOU FEEL ARE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

ITEM	RESPONSE KEY:	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
		MD	SD	MMND	SND	MND
1. TAKE AN ACTIVE PART IN LOCAL POLITICS		2	5	1	1	
2. TAKE AN ACTIVE PART IN CHURCH AFFAIRS		8	0			
3. TAKE AN ACTIVE PART IN A FRATERNAL ORGANIZATION		2	6			
4. HAVE HIS WIFE ACTIVE IN THE COMMUNITY ACTIVITIES		6	2			
5. BE A MEMBER OF NATIONAL ORGANIZATIONS IN HIS FIELD		6	2			
6. TAKE AN ACTIVE PART IN A VETERANS ORGANIZATION		3	5			
7. SERVE ON SEVERAL CIVIC AND WELFARE COMMITTEES SUCH AS THE RED CROSS		5	3			
8. HOLD OFFICE IN THE TOWN GOVERNMENT, SUCH AS THE FINANCE COMMITTEE		0	6		2	
9. PARTICIPATE IN THE AFFAIRS OF THE FACULTY ORGANIZATION		6	0		2	
10. TAKE AN ACTIVE PART IN A SOCIAL CLUB		3	5			

11. TAKE AN ACTIVE PART IN THE LCCAL OR AREA CHAMBER OF COMMERCE	4	4
12. TAKE AN ACTIVE PART IN STUDENT ACTIVITIES	5	3

END OF SECTION III - CONTINUE ON TO NEXT SECTION

SECTION IV - FRIENDSHIPS

INFORMATION: WITH WHICH OF THE FOLLOWING PERSONS DO YOU FEEL IT WOULD BE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT TO HAVE AN INTIMATE FRIENDSHIP?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST BE	SHOULD BE	MAY OR MAY NOT BE	SHOULD NOT BE	MUST NOT BE
RESPONSE KEY:	MB	SB	MMNB	SNB	MNB
<u>ITEM</u>					
1. A LEADER OF A SERVICE CLUB	4	4			
2. A BUSINESS ORGANIZATIONAL LEADER	4	4			
3. A LABOR ORGANIZATIONAL LEADER	2	6			
4. AN INDIVIDUAL BOARD MEMBER	0	5		3	
5. A NEWSPAPERMAN	4	3		1	
6. A DEAN OR DIRECTOR IN THE COLLEGE OR UNIVERSITY	5	2		1	
7. A MEMBER OF THE LEGISLATURE	4	3		1	
8. A LOCAL POLITICIAN	3	4		1	
9. A CHURCH LEADER	6	2			
10. AN INDIVIDUAL FACULTY MEMBER		8			
11. A LEADER OF A FRATERNAL ORGANIZATION	2	6			
12. A LEADER OF A VETERANS ORGANIZATION	3	5			

13.	A LEADER OF THE STUDENT GOVERNMENT	2	5	1
14.	INDIVIDUALS INFLUENTIAL FOR ECONOMIC REASONS	0	8	
15.	AN EDUCATION ASSOCIATION LEADER	3	5	
16.	THE GOVERNOR	4	3	1

END OF QUESTIONNAIRE - THANK YOU FOR YOUR COOPERATION.

BOARD MEMBERS SCORE FORM

COLLEGE OR UNIVERSITY PRESIDENT ROLE EXPECTATION QUESTIONNAIRE

SECTION I - PERSONAL QUALITIES

INFORMATION: IMAGINE THAT YOUR BOARD HAD THE TASK OF HIRING A NEW COLLEGE OR UNIVERSITY PRESIDENT. WHICH OF THE FOLLOWING QUALITIES WOULD YOU LOOK FOR IN THE NEW PERSON?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

Total number of Board of Control Members' Responses for each item.

	RESPONSE KEY:	MUST BE MB	SHOULD BE SB	MAY OR MAY NOT BE MMNB	SHOULD NOT BE SNB	MUST NOT BE MNB
ITEM						
1.	50-59 YEARS OF AGE	20	85		5	
2.	MARRIED	75	35			
3.	OUTSPOKEN	45	55		10	
4.	CHURCH MEMBER	100	10			
5.	60 YEARS OF AGE OR OLDER	0	35		75	
6.	A GOOD PUBLIC SPEAKER	90	20			
7.	IMAGINATIVE	100			10	
8.	DEMOCRAT	0	105		5	
9.	HAVE DOCTOR'S DEGREE	100	10			
10.	PRACTICAL	105	5			
11.	UNDER 30 YEARS OF AGE	5	35		70	
12.	PERSONALLY AMBITIOUS	65	30		15	
		213				

13.	TACTFUL	105	5	
14.	MALE	55	55	
15.	WHITE	20	75	15
16.	ABLE TO EXPRESS IDEAS CLEARLY	100	10	
17.	EASY-GOING	15	25	70
18.	SKILLED IN PUBLIC RELATIONS	105	5	
19.	PERSON OF VISION	105	5	
20.	EXPERIENCED TEACHER	80	30	
21.	TEETOTALER	55	50	5
22.	WIDOWER	5	95	10
23.	LIBERAL ARTS BACKGROUND	70	35	5
24.	SMOKER	0	80	30
25.	WELL INFORMED ON CURRENT EDUCATIONAL PRACTICES	110	0	
26.	CONSERVATIVE IN DRESS	85	25	
27.	JEWISH	5	70	35
28.	PERSISTENT	100	10	
29.	SINGLE	0	60	50
30.	SENSE OF VALUES	110	0	
31.	PREVIOUS SUCCESS AS AN EDUCATIONAL ADMINIS- TRATOR	60	50	
32.	PERSON OF INTELLECTUAL BRILLIANCE	100	10	
33.	EDUCATIONALLY "CONSERVATIVE"	50	30	30

34.	PROTESTANT	55	55	
35.	40-49 YEARS OF AGE	30	80	
36.	FEMALE	0	65	45
37.	DYNAMIC LEADER	95	15	
38.	NEGRO	10	80	20
39.	ATTRACTIVE PERSONAL APPEARANCE	95	15	
40.	VIGOROUS	110	0	
41.	CATHOLIC	0	45	65
42.	WORKS WELL WITH PEOPLE	110	0	
43.	REPUBLICAN	0	110	
44.	PROMOTED FROM THE LOCAL COLLEGE STAFF	0	100	10
45.	SCHOLARLY	110	0	
46.	DEMOCRATIC	60	50	
47.	30-39 YEARS OF AGE	5	80	25
48.	DIVORCED	0	40	70
49.	PERSON WHO BELIEVES IN AS LITTLE GOVERNMENT AS POSSIBLE	15	50	45
50.	PERSUASIVE	110	0	
51.	EDUCATIONALLY "PROGRESSIVE"	80	25	5
52.	HAVE MASTER'S DEGREE	105	5	
53.	MARRIED WITH CHILDREN	30	80	
54.	BUSINESSLIKE IN FINANCIAL AFFAIRS	110	0	

55.	PERSON WITH BUILDING CONSTRUCTION EXPERIENCE	25	85	
56.	AUTHORITARIAN	20	40	50

END OF SECTION I - CONTINUE ON TO NEXT SECTION

SECTION II - PERFORMANCES

INFORMATION: WHAT OBLIGATIONS DO YOU FEEL A COLLEGE OR UNIVERSITY PRESIDENT TO DO OR NOT DO THE FOLLOWING THINGS?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
RESPONSE KEY:	MD	SD	MMND	SND	MND
ITEM					
1. CARRY OUT DECISIONS OF THE BOARD WHICH HE BELIEVES TO BE UNSOUND	50	35		25	
2. INVOLVE FACULTY IN NEW STAFF SELECTION	50	50		10	
3. KEEP HIS OFFICE OPEN TO ALL PERSONS AT ALL TIMES	45	40		25	
4. USE STUDENT COMMITTEES TO STUDY PROBLEM AREAS	70	40			
5. MAKE RECOMMENDATIONS FOR THE APPOINTMENT, PROMOTION, OR DISMISSAL OF SUBORDINATES ON THE BASIS OF MERIT ONLY	80	25		5	
6. ENCOURAGE FACULTY MEMBERS TO DISCUSS THEIR PROBLEMS WITH HIM	105	5			
7. ACCEPT FULL RESPONSIBILITY FOR THE DECISIONS OF HIS SUBORDINATES	70	30		10	
8. COOPERATE WILLINGLY WITH RESEARCHERS WHO ARE ATTEMPTING TO ADVANCE KNOWLEDGE IN HIS FIELD	105	5			
9. MAKE CONSCIENTIOUS EFFORT TO INVOLVE FACULTY IN NEW BUILDING PLANNING	70	40			

10.	WRITE ARTICLES FOR PROFESSIONAL JOURNALS WHICH WILL BE OF BENEFIT TO OTHERS IN THE PROFESSION	70	40	
11.	REFUSE TO RECOMMEND THE DISMISSAL OF A FACULTY MEMBER THE PUBLIC WANTS DISMISSED IF HE FEELS THE COMPLAINT IS INVALID	80	20	10
12.	"PLAY UP TO" INFLUENTIAL CITIZENS	20	20	70
13.	SECURE OUTSIDE HELP FROM "EXPERTS" WHEN PROBLEM AREAS ARE ENCOUNTERED	85	25	
14.	TAKE DIRECTIONS FROM INDIVIDUAL BOARD MEMBERS	40	70	
15.	GIVE CONSIDERATION TO AREA VALUES OF FEELINGS REGARDING RACE, RELIGION, NATIONAL ORIGIN, WHEN FILLING VACANT FACULTY POSITIONS	55	25	30
16.	HAVE ON PAPER A LONG RANGE CAMPUS BUILDING PLAN	105	5	
17.	SPEAK TO ALL MAJOR CIVIC GROUPS AT LEAST ONCE A YEAR	25	80	5
18.	DEFEND HIS FACULTY FROM ATTACK WHEN THEY TRY TO PRESENT BOTH SIDES OF VARIOUS SOCIAL OR POLITICAL ISSUES	95	10	5
19.	SEEKS ABOVE PEOPLE FOR OPEN FACULTY POSITIONS RATHER THAN CONSIDERING ONLY THOSE WHO APPLY	110	0	
20.	ELIMINATE FROM HIS STAFF ANY POLITICAL LIBERALS WHO MIGHT BE ACCUSED OF BEING "PINKS" OR <u>RED</u>	30	30	50
21.	ESTABLISH REGULAR CHANNELS OF COMMUNICATION WITH THE PRESS	100	10	
22.	HELP HIS FACULTY TO GET HIGHER SALARIES	95	15	
23.	FIGHT CONTINUOUSLY AGAINST ANY ATTACKS ON EDUCATIONAL PRINCIPLES OR METHODS WHICH HE KNOWS ARE SOUND	95	10	5

24.	ENCOURAGE THE FORMATION OF LAY COMMITTEES TO COOPERATE WITH THE BORAD IN STUDYING COLLEGIATE PROBLEMS	80	30	
25.	COMPILE A LIST OF GENERAL CHARACTERISTICS DESIRED IN FACULTY MEMBERS	85.	25	
26.	OCCASIONALLY COMPROMISE WITH PRESSURE GROUPS	5	50	55
27.	MAKE SINCERE EFFORTS TO ENCOURAGE SEUDENT GOVERNMENT	100	10	
28.	MAKE MAJOR CHANGES WITHOUT CONSULTING THE FACULTY	0	40	70
29.	TAKE A NEUTRAL STAND ON ANY ISSUE WHICH THE COLLEGE COMMUNTY IS EVENLY SPLIT	0	55	55
30.	HAVE EDUCATIONAL DEVELOPMENT PLAN ON PAPER	105	5	
31.	PERSONALLY INSPECT ALL CAMPUS BUILDINGS AT LEAST ONCE A YEAR	95	15	
32.	AVOID INVOLVEMENT WITH FACTIONAL OR CLIQUE GROUPS ON THE STAFF	95	15	
33.	WORK ON COMMITTEES SPONSORED BY STATE OR NATIONAL HIGHER EDUCATIONAL GROUPS	85	25	
34.	IN BUDGET PLANNING THE COST FACTORS ARE GIVEN GREATER CONSIDERATION THAN EDUCATIONAL NEEDS	0	30	80
35.	HELP THE BOARD RESIST FACULTY DEMANDS FOR HIGHER SALARIES	5	40	65
36.	READ MOST OF THE PROFESSIONAL JOURNALS	85	20	5

END OF SECTION II - CONTINUE ON TO NEXT SECTION

SECTION III - PARTICIPATIONS

INFORMATION: WHICH OF THE FOLLOWING KINDS OF ORGANIZATIONAL MEMBERSHIPS OR ACTIVITIES DO YOU FEEL ARE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST DO	SHOULD DO	MAY OR MAY NOT DO	SHOULD NOT DO	MUST NOT DO
RESPONSE KEY:	MD	SD	MMND	SND	MND
ITEM					
1. TAKE AN ACTIVE PART IN LOCAL POLITICS	20	55		35	
2. TAKE AN ACTIVE PART IN CHURCH AFFAIRS	100	10			
3. TAKE AN ACTIVE PART IN A FRATERNAL ORGANIZATION	25	80		5	
4. HAVE HIS WIFE ACTIVE IN THE COMMUNITY AFFAIRS	30	80			
5. BE A MEMBER OF NATIONAL ORGANIZATIONS IN HIS FIELD	105	5			
6. TAKE AN ACTIVE PART IN A VETERANS ASSOCIATION	5	100		5	
7. SERVE ON SEVERAL CIVIC AND WELFARE COMMITTEES SUCH AS THE RED CROSS	45	60		5	
8. HOLD OFFICE IN THE TOWN GOVERNMENT, SUCH AS THE FINANCE COMMITTEE	10	60		40	
9. PARTICIPATE IN THE AFFAIRS OF THE FACULTY ORGANIZATION	60	40		10	
10. TAKE AN ACTIVE PART IN A SOCIAL CLUB	15	95			

11.	TAKE AN ACTIVE PART IN THE LOCAL OR AREA CHAMBER OF COMMERCE	40	65	5
12.	TAKE AN ACTIVE PART IN STUDENT ACTIVITIES	65	20	25

END OF SECTION III - CONTINUE ON TO NEXT SECTION

SECTION IV - FRIENDSHIPS

INFORMATION: WITH WHICH OF THE FOLLOWING PERSONS DO YOU FEEL IT WOULD BE APPROPRIATE FOR A COLLEGE OR UNIVERSITY PRESIDENT TO HAVE AN INTIMATE FRIENDSHIP?

INSTRUCTIONS: PLEASE CIRCLE IN THE APPROPRIATE COLUMN YOUR RESPONSE TO EACH LISTED ITEM.

	MUST BE	SHOULD BE	MAY OR MAY NOT BE	SHOULD NOT BE	MUST NOT NOT BE
RESPONSE KEY:	MB	SB	MMNB	SNB	MNB
ITEM					
1. A LEADER OF A SERVICE CLUB	35	60		15	
2. A BUSINESS ORGANIZATIONAL LEADER	30	60		20	
3. A LABOR ORGANIZATIONAL LEADER	5	65		40	
4. AN INDIVIDUAL BOARD MEMBER	25	80		5	
5. A NEWSPAPERMAN	20	75		15	
6. A MEMBER OF THE LEGISLATURE	25	70		15	
7. A DEAN OR DIRECTOR IN THE COLLEGE OR UNIVERSITY	30	75		5	
8. A LOCAL POLITICIAN	10	65		35	
9. A CHURCH LEADER	45	65			
10. AN INDIVIDUAL FACULTY MEMBER	15	85		10	
11. A LEADER OF A FRATERNAL ORGANIZATION	5	95		10	
12. A LEADER OF A VETERANS ORGANIZATION	5	90		15	
13. A LEADER OF THE STUDENT GOVERNMENT	20	60		30	

14.	INDIVIDUALS INFLUENTIAL FOR ECONOMIC REASONS	20	80	10
15.	AN EDUCATION ASSOCIATION LEADER	35	75	
16.	THE GOVERNOR	15	70	25

END OF QUESTIONNAIRE - THANK YOU FOR YOUR COOPERATION

APPENDIX G

I. P. SECTION I

% Computations by Sections

1.	00.00	87.50	12.50
2.	100.00	00.00	00.00
3.	50.00	50.00	. .
4.	100.00	. .	. .
5.	00.00	12.50	87.50
6.	100.00	. .	. .
7.	100.00	. .	. .
8.	. .	62.50	37.50
9.	50.00	25.00	25.00
10.	100.00	. .	. .
11.	12.50	12.50	75.00
12.	25.00	25.00	50.00
13.	100.00	. .	. .
14.	75.00	25.00	. .
15.	. .	87.50	12.50
16.	87.50	12.50	. .
17.	. .	62.50	37.50
18.	100.00	. .	. .
19.	100.00	. .	. .
20.	62.50	37.50	. .
21.	50.00	50.00	. .
22.	. .	100.00	. .
23.	75.00	25.00	. .
24.	. .	87.50	12.50
25.	100.00	. .	. .
26.	87.50	12.50	. .
27.	50.00	12.50	37.50
28.	75.00	12.50	12.50
29.	25.00	62.50	12.50
30.	100.00	. .	. .
31.	100.00	. .	. .

I. P. SECTION I - CONTINUED

32.	50.00	50.00	00.00
33.	. .	75.00	25.00
34.	37.50	62.50	. .
35.	37.50	62.50	. .
36.	. .	75.00	25.00
37.	62.50	37.50	. .
38.	12.50	87.50	. .
39.	62.50	37.50	. .
40.	87.50	12.50	. .
41.	. .	75.00	25.00
42.	87.50	12.50	. .
43.	. .	100.00	. .
44.	. .	100.00	. .
45.	100.00	. .	. .
46.	62.50	37.50	. .
47.	25.00	75.00	. .
48.	. .	62.50	37.50
49.	. .	37.50	62.50
50.	100.00	. .	. .
51.	75.00	25.00	. .
52.	37.50	50.00	12.50
53.	. .	100.00	. .
54.	100.00	. .	. .
55.	25.00	75.00	. .
56.	. .	. .	100.00

I. P. SECTION II
% Computations by Sections

1.	100.00	00.00	00.00
2.	75.00	25.00	. .
3.	50.00	. .	50.00
4.	75.00	25.00	. .
5.	100.00	. .	. .
6.	62.50	37.50	. .
7.	62.50	37.50	. .
8.	75.00	25.00	. .
9.	100.00	. .	. .
10.	75.00	25.00	. .
11.	100.00	. .	. .
12.	00.00	25.00	75.00
13.	62.50	37.50	. .
14.	. .	. .	100.00
15.	25.00	62.50	12.50
16.	100.00	. .	. .
17.	. .	100.00	. .
18.	100.00	. .	. .
19.	100.00	. .	. .
20.	. .	37.50	62.50
21.	100.00	. .	. .
22.	100.00	. .	. .
23.	100.00	. .	. .
24.	75.00	25.00	. .
25.	75.00	25.00	. .
26.	37.50	25.00	37.50
27.	100.00	. .	. .
28.	. .	. .	100.00
29.	25.00	50.00	25.00
30.	75.00	25.00	. .
31.	75.00	25.00	. .
32.	100.00	. .	. .

I. P. SECTION II - CONTINUED

33.	100.00	00.00	00.00
34.	00.00	00.00	100.00
35.	. .	. .	100.00
36.	75.00	25.00	00.00

I. P. SECTION III

% Computations by Sections

1.	25.00	62.50	12.50
2.	100.00	00.00	00.00
3.	25.00	75.00	. .
4.	75.00	25.00	. .
5.	75.00	25.00	. .
6.	37.50	62.50	. .
7.	62.50	37.50	. .
8.	. .	75.00	25.00
9.	75.00	. .	25.00
10.	37.50	62.50	. .
11.	50.00	50.00	. .
12.	62.50	37.50	. .

I. P. SECTION IV

% Computations by Sections

1.	50.00	50.00	00.00
2.	50.00	50.00	. .
3.	25.00	75.00	. .
4.	00.00	62.50	37.50
5.	50.00	37.50	12.50
6.	50.00	37.50	12.50
7.	62.50	25.00	12.50
8.	37.50	50.00	12.50
9.	75.00	25.00	. .
10.	. .	100.00	. .
11.	25.00	75.00	. .
12.	37.50	62.50	. .
13.	25.00	62.50	12.50
14.	. .	100.00	. .
15.	37.50	62.50	. .
16.	50.00	37.50	12.50

B. M. SECTION I

% Computations by Sections

1.	18.18	77.27	4.55
2.	68.18	31.82	00.00
3.	40.91	50.00	9.09
4.	90.91	9.09	. .
5.	00.00	31.82	68.18
6.	81.82	18.18	. .
7.	90.91	00.00	9.09
8.	. .	95.45	4.55
9.	90.91	9.09	. .
10.	95.45	4.55	. .
11.	4.55	31.82	63.63
12.	59.09	27.27	13.64
13.	95.45	4.55	. .
14.	50.00	50.00	. .
15.	18.18	68.18	13.64
16.	90.91	9.09	. .
17.	13.64	22.73	63.63
18.	95.45	4.55	. .
19.	95.45	4.55	. .
02.	72.73	27.27	. .
21.	50.00	45.45	4.55
22.	4.55	86.36	9.09
23.	63.64	31.82	4.54
24.	. .	72.73	27.27
25.	100.00	. .	. .
26.	77.27	22.73	. .
27.	4.55	63.64	31.81
28.	90.91	9.09	. .
29.	. .	54.55	45.45
30.	100.00	. .	. .
31.	54.55	45.45	. .
32.	90.91	9.09	. .
33.	45.45	27.27	27.27
34.	50.00	50.00	. .

B. M. SECTION I - CONTINUED

35.	27.27	72.73	00.00
36.	00.00	59.09	40.91
37.	86.36	13.64	. .
38.	9.09	72.73	18.18
39.	86.36	13.64	. .
40.	100.00	. .	. .
41.	. .	40.91	59.09
42.	100.00	. .	. .
43.	. .	100.00	. .
44.	. .	90.91	9.09
45.	100.00	. .	. .
46.	54.55	45.45	. .
47.	4.55	72.73	22.72
48.	. .	36.36	63.64
49.	13.64	45.45	40.91
50.	100.00	. . .	. .
51.	72.73	22.73	4.54
52.	95.45	4.55	. .
53.	27.27	72.73	. .
54.	100.00	. .	. .
55.	22.73	77.27	. .
56.	18.18	36.36	45.45

B.M. SECTION II

% Computations by Sections

1.	45.45	31.82	22.73
2.	45.45	45.45	9.10
3.	40.91	36.36	22.73
4.	63.64	36.36	00.00
5.	72.73	22.73	4.54
6.	95.45	4.55	. .
7.	63.64	27.27	9.09
8.	95.45	4.55	. .
9.	81.82	13.64	4.54
10.	63.64	36.36	. .
11.	72.73	18.18	9.09
12.	18.18	18.18	63.64
13.	77.27	22.73	. .
14.	36.36	63.64	. .
15.	50.00	22.73	27.27
16.	95.45	4.55	. .
17.	22.73	72.73	4.54
18.	86.36	9.09	4.55
19.	100.00	. .	. .
20.	27.27	27.27	45.45
21.	90.91	9.01	. .
22.	86.36	13.64	. .
23.	86.36	9.09	4.55
24.	72.73	27.27	. .
25.	77.27	22.73	. .
26.	4.55	45.45	50.00
27.	90.91	9.09	. .
28.	. .	36.36	63.64
29.	. .	50.00	50.00
30.	95.45	4.55	. .
31.	86.36	13.64	. .
32.	86.36	13.64	. .
33.	77.27	22.73	. .
34.	. .	27.27	72.73
35.	4.55	36.36	59.09

B. M. SECTION III

% Computations by Sections

1.	18.18	50.00	31.82
2.	90.91	9.09	00.00
3.	22.73	72.73	4.54
4.	27.27	72.73	. .
5.	95.45	4.55	. .
6.	4.55	90.91	4.54
7.	40.91	54.55	4.54
8.	9.09	54.55	36.36
9.	54.55	36.36	9.09
10.	13.64	86.36	. .
11.	36.36	59.09	4.55
12.	59.09	18.18	22.73

B. M. SECTION IV

% Computations by Sections

1.	31.82	54.55	13.63
2.	27.27	54.55	18.18
3.	4.55	59.09	36.36
4.	22.73	72.73	4.54
5.	18.18	68.18	13.64
6.	22.73	63.64	13.63
7.	27.27	68.18	4.55
8.	9.09	59.09	31.82
9.	40.91	59.09	00.00
10.	13.64	77.27	9.09
11.	4.55	86.36	9.09
12.	4.55	81.82	13.63
13.	18.18	54.55	27.27
14.	18.18	72.73	9.09
15.	31.82	68.18	. .
16.	13.64	63.64	22.72